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ABSTRACT

This report describes the design, development, implementation, and evaluation of a learning activity package intended to enable middle school students to view and use the computer as a tool that has application in their everyday lives. Eighth grade students in two keyboarding classes used the computer as a word processing tool in the subject of language arts; teachers worked in conjunction with computer teaching specialists to develop relevant lessons for student practice. This learning activity consisted of writing a persuasive business letter and a Diamantes poem based on the story "The Man Without a Country." Results of administration of the self-paced course to 24 eighth grade students in Woodland Middle School, East Meadow, New York, indicated that the learning activity package was an effective medium for presenting the concept of using computers as writing tools. Students stated that they enjoyed learning independently and felt confident that they could use word processors in future assignments. Appended materials include copies of the learning activity package, pre- and post-learning student questionnaires, a review test, and the posttest. (27 references) (DB)

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The Faculty of the
School of Media and Arts
of The New York Institute of Technology

accepts the
Thesis/Project

COMPUTERS AS A WRITING TOOL:
Learning Package for Eighth Grade Students

This project was conducted using the principles and techniques of instructional system design (ISD). The document is a report of the designer's plans and experiences in carrying out the design, development, implementation, and evaluation of the project. A plan, budget, analysis of findings, and recommendations are included.

written by

Patricia Burnside

in partial satisfaction
of the requirements for the degree of

Master of Science

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Dr. Angus Reynolds
Associate Dean, Graduate Programs
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June 2, 1991

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COMPUTERS AS A WRITING TOOL:

A Learning Package for Eighth Grade Students

by

Patricia Burnside

Bachelor of Science 1986, New York

Institute of Technology

A Thesis/Project

submitted to the Faculty of the

School of Media and Arts

of The New York Institute of Technology in partial satisfaction of the requirements for the degree of

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June 2, 1991

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CHAPTER 1

INTRODUCTION

Overview

"Most industrialized nations are making major pushes into educational technology, and efforts are under way to bring technology into developing nations." (McCarthy, 1988) Individual states throughout the United States require computer courses in education from elementary school through graduate school. "Yet, despite these major inroads over the past decade, computers are still not universally integrated into the curriculum. In fact by some estimates, fewer than 15 percent of all teachers in the U.S. actually use computers in their teaching, and the nation is starting to notice." (McCarthy, 1988) A study carried out by the US Department of Labor Statistics shows that the ten fastest growing jobs during the 1980's, three out of the top five are in the computer literacy field. (McCarthy, 88).

Word Processing is one of the most widely used computer applications. Word processing is used in education, industry, and the home. Word processing has a broad application area. Students, though, are unaware of these applications and the advantages word processing can bring to their school years. Informal classroom surveys reveal that at least half of all students enrolled in the designer's classes have a computer at home. Those students without

home computers have access to school computers after school. When asked about computer applications, the student's most frequent response was playing games. The problem is students do not see the computer as a tool that has applications in all subject areas. There is little transfer of computer knowledge to classroom use. The very structure of the school day prohibits this transfer. There is a lack of communication between core subject-area teachers and specialty-area teachers. Additionally, the forty-minute period day does not allow for integration of subject matter. Without an organized plan for integration, computer integration will not take place. New York State Department of Education addressed this issue in a 1986 publication, Composition in the English Language Arts Curriculum K-12, when they stated,

> "Keyboarding instruction shall be integrated into the language arts program as an enabling skill for manipulation of data and ideas, thus allowing students to discover, record, arrange and communicate information in a way never before possible." (p. 79)

The East Meadow school district places a high value on the integration of computers into the core subject areas. In the curriculum guide Integrating the use of the computer into the elementary curriculum K-6, they state the computer is a tool, not a subject unique to itself. Effective use of this tool requires an understanding by teachers of what the tool can do to enhance the learning of a concept. The

computer should not be used solely as a means of altering the presentation of the same knowledge as would be received from printed materials. Core subject teachers and computer teachers in the elementary schools work together to come up with integrated lesson plans that are required by the district.

At the middle school level it has been difficult for the school district to attain the same level of integration due to scheduling problems and lack of computer labs. At the present time there is little, if any, computer instruction in the seventh grade and fragmented instruction in the eighth grade. The curriculum director of the district and the chairperson of the designer's Business Education Department feel that there is a need for continued integration of content area subjects and computers in the middle school. There is no written curriculum in the district that addresses this problem and no directives from the district to solve the problem. The designer of this project used keyboarding classes to help integrate the language arts area of the curriculum with the use of computers.

Background

The setting for this project is a computer lab for eighth grade students enrolled in Keyboarding in Woodland

Middle School. The school is located in a middle class multicultural residential section of East Meadow New York.

The target population consisted of the students in two keyboarding classes. These students were introduced to the computer in elementary school. Their teachers were provided with a comprehensive guide that assisted them in utilizing the computer to enhance all aspects of the elementary school curriculum, K-6. Specific units were included providing easy-to-follow guidelines for employing the use of computers. Integration of subjects utilizing the computer as a tool was stressed in the language arts area; twenty lessons were provided for student and teacher use. Students used the computer as a word processor for persuasive writing, poetry, and short story writing. The student's core subject area teachers worked in conjunction with the computer teacher to develop relevant lessons for student practice.

Woodland Junior High School has become Woodland Middle School and now hold grades six, seven and eight. The sixth graders receive computer instruction in the sixth grade computer lab. The students have a forty minute period of instruction everyday for half of the school year. They work on integrated computer/content area projects. The Seventh grade receives very little if any computer time. Occasionally the business or technology teachers may squeeze in a computer lab for a three day project. Seventh grade

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students take twenty weeks of shop and twenty weeks of home and career skills. Teachers in these areas may bring their classes to the sixth grade computer lab if the lab is free during the period they teach. The problem is that the lab is used most of the day by sixth graders. The technology teachers have had their students design buttons using Paint Works Plus and the business teachers have used Hot Dog Stand to strengthen business math skills. This is not enough computer time to maintain student interest and knowledge. In the eighth grade students are again acquainted with the computer in technology and keyboarding class. Instruction is provided in keyboarding skills and the following general uses of the computer: word processing, data base, spreadsheet, graphics and problem solving. A connection between core subjects and computers is not uniformly made. The designer of this project used eighth grade keyboarding classes to make the connection in the language arts area. The keyboarding classes were chosen because 90 percent of all eighth graders are required to take it. The students learn correct key-stroking techniques and then practice their keyboarding skills while integrating the language arts curriculum.

Statement of Problem

The problem is students do not see the computer as a tool which has application in all subject areas. There is no transfer of computer knowledge to classroom use. In the

East Meadow elementary schools, students are provided with a strong computer background which includes integration of subject areas utilizing the computer as a tool. This integration is not continued in the middle school. There is a void in computer instruction in the seventh grade and a lack of integrated computer lessons in the eighth grade. By the eighth grade students have forgotten that the computer can aid them in all aspects of school. They view computer class as separate from their core subject areas. Due to scheduling difficulties and lack of computer lab time core subject area teachers are not able to bring their classes into the computer room for instruction. Integration is not occurring.

Purpose of the Project

The purpose of this project was to enable eighth grade students to view and use the computer as a tool which has application in their everyday lives. The project was designed to help students realize that the computer is not an isolated piece of equipment but rather a tool they can use at home and in school to help them in all their subject area courses. A unit of instruction was developed to provide the opportunity for the students to use the word processing skill for an academic subject.

Definition of Terms

1. Learning Activity Package (LAP)--A printed unit of instruction that is self-instructional in format. It should have an integrated theme and provide students with the information necessary to acquire and assess specified knowledge and skills (Dick and Carey, 1985). LAPs are designed to teach a single concept or idea.

2. **Student**--Eighth grade students in Woodland Junior High School, East Meadow School District, New York. Also known as the target population.

3. **Computers**--Apple IIe and Apple IIGS computers will be used.

4. **Software**--Apple Works software will be used.

5. **Integration**--There will be a merging of computer skills and English literature (writing).

Assumptions

1. That the students have a basic knowledge of Apple Computers.

2. That the students have had exposure to a word processing program.

3. That the students are enrolled in eighth grade English class.

4. That the students demonstrate correct keyboarding skill.

Limitations

1. That the learning activity package described in this project was designed for eighth students in Woodland Middle School. It may not be suitable for use in other school districts without appropriate modifications.

Method and Procedure

The method used to develop the learning activity package was based on the Florida State or Interservice Model of Instructional Systems Design (ISD) (Dick and Carey, 1985). The primary focus of ISD is on what knowledge or skills the learner needs to achieve the instructional objective. The major instructional area is teaching the English skill, writing, using computers. In order to accomplish this objective students were assigned a short story to read and given two related writing assignments.

Analysis

The designer, as a teacher of keyboarding and computer technology, saw the need in the classroom for instructional materials that met the specific needs of the students in this course. The target population consisted of 25 eighth grade students enrolled in keyboarding. The target population represented ability levels ranging from resource room students, to high honor students. Before beginning the design of new materials, the designer gathered existing materials to see if the need could be met by simply modifying these existing materials. Although some of the

pre-existing materials met part of the need, none of the materials met all of the need. When the need was established, the next step was to identify the instructional goal and perform a task analysis.

Design

The design stage involved several steps. Based on the outcome of the task analysis, performance objectives were written for each task. The primary resource for writing a measurable objective was as suggested by Mager (1984). Performance objectives were than grouped in order most appropriate for step-by-step learning. Next, the student's entry-level knowledge or skills were established; pretests, self checks, review test, and post tests were written; and a training plan was developed.

Development

The development of the instruction and the learning activity were based on Gagne's (1985) nine instructional events. These nine events were applied to both the design of the learning activity packet and the teacher's instruction. The media used in this design was print. The method of instruction was self paced/individualized learning with teacher guidance. Johnson (1970). The designer must make notations of any problems with the learning activity packet, so that revisions can be made to ensure the accuracy of the LAP.

Implementation

Based on the results of developmental testing, the designer revised the learning activity package. Instruction was delivered to the target population, following the design and development of the LAP.

Evaluation

The purpose of the evaluation stage is to ensure that the instructional goal and performance objectives have been met. The formative evaluation consisted of three one-on-one trials, a small group trial, and a field trial. This information was used to revise and improve the instructional materials (Gagne, 1985). The Summative evaluation was based on the final version of the learning activity package, given to the target population. The question to be answered at this point was "Has this instruction made a difference in student learning--a difference that accomplishes a worthwhile purpose?" (Gagne, 1985). Ongoing evaluation of materials and students enables the designer to continually meet the performance objectives.

Summary

The problem is most students do not see the computer as a tool which has application in all subject areas. There is little transfer of computer knowledge to classroom use. Computers influence every aspect of our daily lives. Advanced technology is used in offices, factories, schools

and homes. Today more than half the jobs in the nation are in the information industry.

Teachers have the perfect opportunity to help our students prepare for the jobs of the future. Using the computer for integrated writing assignments is beneficial to the student. Students feel good about their written work when it is typed on a computer. They don't have to worry about how sloppy they write or be afraid to use words that they can't spell. The computer eliminates those fears, allowing the student to think more creatively. The student is encouraged by the fact that they can always go back and edit their work at their own pace. By showing students how to use the computer as a writing tool in the language arts area the designer hopes that the students will be able to transfer this knowledge of word processing to other subject areas.

CHAPTER 2

ANALYSIS

Introduction

The analysis phase of this project consisted of three steps. The first step was to conduct a needs analysis. The question to be answered answered are: Is there an instructional need? Can this need be met through choosing appropriate learning materials? Step two was to conduct a job analysis. This is done by using existing learning materials and feedback from the learners to break down the instructional need into a list of tasks. The final step was to conduct a task analysis. The designer chooses those tasks that are needed for instruction, breaks each task down into a list of steps necessary to complete the tasks, and identifies the required attitudes and prerequisite knowledge.

Needs Analysis

Determining the instructional need for integrating computers with language arts was the direct response to New York State and East Meadow School District's guidelines to integrate keyboarding in the language arts curriculum. Using the computer as a writing tool is a skill that will be transferable to all subject areas. Factors influencing the need were inappropriate existing learning materials, lack of

computer lab time and lack of student understanding of the importance of computers in their subject areas.

Job Task Analysis

Six Main tasks were identified as requiring instruction. Tasks were identified based on the format, content, and mechanics of creating, typing, and printing the business letter and Diamantes poem. The tasks were based on those most important for a thirteen year old student, with little or no experience using the computer as a writing tool. After the six tasks were arranged, the steps required for completion of each of the tasks were identified. A complete listing of all tasks and steps is located in Appendix 1.

Target Population Analysis

The target population was twenty-four eighth grade students in Woodland Middle School, East Meadow, New York. The average age of the students was 13 years. The students were taking Introduction to Keyboarding. The target population was a heterogeneous mix of boys and girls in regents and honor tracks. The class of twenty-four students contained thirteen honor students and eleven regents students. Ten students out of the twenty-four maintained an A average. The remainder of the students had a B or above average. All twenty-four students had some experience with a computer in school and fifty percent have a computer at home. Of those students with a computer at home sixty

percent had a word processing program and a printer. Eighty percent of the students expressed a desire to learn how to use the computer as a writing tool. The target population summary is shown in Table 1.

This was the first year that keyboarding was taught on a computer. Ninety percent of all eighth grade students are required to take keyboarding. Every student in the target population has been taught proper keyboarding techniques and has been instructed in the use of Appleworks. Under the Regents Action Plan, students need various sequences to graduate. The East Meadow School District is considering awarding high school credit to those students who pass a keyboarding competency test. These students will be allowed to use these credits toward a sequence in business. A sequence in business counts toward the required graduation sequence.

Organizational Constraints

Based on Anderson's (1983) media selection process the most appropriate media for this instruction were print materials and computers. The print material chosen was a learning activity package. The East Meadow School District encourages hands-on work and use, or production of related materials. A high speed copier is available to teachers, with no restrictions on its use for educational materials. The designer used the copier for the first draft of the package which was used for the one-on-one, small group and

field trial. The copier was again used to produce the revised version for implementation. Projected obstacles to materials production were the break down of the copier and a waiting line for its use. The copier broke down once causing a one day delay and waiting on line was avoided by remaining after school to copy materials. The computer lab was used to conduct the on-on-one, small group, and field trials. The computer room was again used during the implementation stage. Projected constraints were equipment failure and or software failure.

Table 1

Target Populations Summarized in Chart Format

	Male	Female
Number of students	8	16
Percentage of total	33.3%	66.6%
Number of honor students	6	4
Percent of total	.75	.25
Number of regent's students	2	12
Percent of total	.25	.75
Number with A average	6	7
Percent of total	.75%	.43%
Number with B or above average	8	16
Percent of total	100%	100%
Number with a computer at home	7	7
Percent of total	87.5	43.7
Number of students interested in using the computer as a writing tool	4	15
Percent of total	50%	93.75%

Instructional Goal

Given a Learning Activity Packet based on the story "The Man Without A Country," the student will create a letter and a poem using a word processing program to. The letter must be in business letter format, one page in length and based on facts in the story. The poem must be in Diamantes format and written from a positive point of view. Both projects must contain correct spelling grammar and punctuation.

Literature, Existing Course, and Material Review

For the purpose of this project, literature was defined as publications providing resource information on the topic. Materials were defined as publication usable in a classroom setting.

Before beginning the design of the instructional material it had to be determined that literature and materials meeting the instructional need were not already in print. The instructional materials needed to be appropriate for classroom use in a middle school.

Related Theory

One fundamental step of the instructional analysis of a goal is to classify the goal statement according to the kind (domain) of learning that will occur. (Dick & Carey, 1985). One tool for specifying learning behaviors is the Bloom Taxonomy of Educational Objectives. According to Bloom

there are three domains of learning, cognitive, affective, and psychomotor. (Bloom, 1956). Creating the letter and poem was classified as a cognitive skill. The taxonomy for the cognitive domain cites six distinct levels of behavior: knowledge, comprehension, application, analysis, synthesis, and evaluation. Learning utilized knowledge, comprehension, and analysis.

Literature Review

A computer ERIC search was conducted at East Meadow Public Library. There were 12,089 references to computers. The designer narrowed down the search by using the identifiers middle school and writing tool. This resulted in the following references: 56 for computers and Middle School, and 12 for computers as a writing tool. There were no references to computers, middle school and writing tool. Three journal articles were found to be relevant. The designer also used New York Tech's Info Track, which yielded two pertinent articles. Finally the designer contacted district reading teachers and english teachers for pertinent materials. The following is a summary of sources considered related:

1. Cirullo, W, D. (1987). Integrating the Computer in the Fourth Grade. Social Science. 2, pp. 139 - 140.

The article describes a fourth grade application to Social Studies. This article discussed the use of the computer in the fourth grade classroom to study the state of

New Jersey. The two main applications that were used were word processing and data base.

2. Hedberg, J. (1987). Teaching Historical Writing. Social Science. 1, pp. 140 - 141. Maryland:

This article did show the integration of computers and writing. The application was for senior high Social Studies students.

3. Marcus, S. (1989), Computers and the English Class. Electronic learning, pp. 18-20.

This article describes how computer-assisted writing tools help students. With a spilt from the composing product to the composing process, an array of computer tools have been developed that have affected the quality and quantity of time spent at any given stage of the students' effort.

4. Dalton, Bridget. (1989). Computers and Writing: Tech Use Guide: Using Computer Technology. Reston, VA: Center for Special Education Technology.

This guide focuses on the use of computers to improve skills and attitudes in writing instruction. Pre-writing tools such as brainstorming, story webs, free-writing, and journal entries can help generate ideas and can be carried out either on or off the computer.

5. Zeni, Jane. (1990). Writing Lands: Composing with Old and New writing tools. Urbana, Ill: National Council of Teachers of English.

This book was designed to help teachers, grade six through high school, overcome misgivings about computers and writing and make the most of new technology. Based on a five-year study of computers for writing in actual school settings it presents what skilled teachers know about conditions of ordinary classrooms.

Survey of Existing Courses and Materials

There is no existing course at the eighth grade level in Woodland Middle School, that offers Integration of computers in core subject areas.

Seven publications, defined as materials appropriate to the topic, are described:

1. **Adventures for Readers**--This is the textbook students use in their English classes. An advantage to using this textbook is that every student in my class has one, eliminating the need to photo copy the story "The Man without a country". The only problem is that not every teacher will discuss the story to the same extent.

2. **America's Story**--This is the textbook students use in their Social Studies class. Every student in the target population has one and would be able to use this as a reference. The only disadvantage is that some of the teachers do not require the students to bring it to class

3. **Letters and Reports**--This book consists of nine writing guides. These guides teach the kind of writing often required on the job, in school, and in personal life.

Sections of this book are used by the remedial reading teachers in Woodland. None of the students in the target population our in remedial reading, therefore there would be no duplication of material. A strength of this workbook is that it is extremely appropriate for classroom use.

4. **Basic Composition Activities Kit**--This kit gives educators concerned with writing improvement a practical, systematic approach to teaching basic composition skills. It is appropriate for junior and senior high students and is used by the reading department at Woodland. A strength of this workbook is that some of the material can be directly duplicated for student use.

5. **Integrating Reading and Writing across the curriculum**--This course provided the designer with pre-writing and pre-reading techniques appropriate for the middle school child. These techniques, such as brainstorming and note-taking are applicable in all subject areas.

6. **Appleworks For Educators**--This workbook instructs teachers on the use of appleworks software. It provides step by step instructions for crating files for the word processor,database, and spreadsheet. The directions and and examples are easy to follow. Teachers would have to modify this workbook to use with the middle school child.

Plan for Design and Development Effort

A major events list and time line and budget were developed by the designer at the beginning of the project.

Estimated Student Effort

The students will participate in the instruction for seven forty minute periods. This will include all activities from the pre test to the post learning questionnaire.

Project Plan

The first step, needs assessment, began on October 1, 1990. The last step summative evaluation ended April 24, 1991. The design stage ended on November 14, 1990. Continuing the project began again on January 9, 1991, with the collection of resource materials to begin the development phase.

The designer used a PERT (Program Evaluation and Review Technique) chart to locate any time conflicts and unnecessary interruptions. The designer followed the PERT charts closely in order to meet the projected end date. A record of the actual time versus projected time was kept. Major events list, PERT, and Gantt charts are found in Appendix 2.

Budget

The budget for the instructional program was based on the prorated salary of the instructor, the learning materials and the learning tools. The prorated cost for the

Table 2

Budget for Instructional Program

Expense	Designer Hours	Other Hours	Cost	Subtotal	Total
LABOR					
Analysis	25		$ 825		
Design	50		1,650		
Development	60		1,980		
Implementation	18		594		
Evaluation	25	5	825		
TOTAL LABOR				$5,874	
MATERIALS					
Computer Supplies			$ 273		
Student Materials			63		
Classroom cost			45		
TOTAL MATERIALS				$381	
GRAND TOTAL					$6,255

classroom use is based on an estimate provided by the chairperson of Woodland Middle School. The prorated salary

was based on instructional time at $33.00 per hour (for a 40 minute period). The learning activity package took seven forty-minute class periods. The cost for the software was based on 24 computers. Each station need an Appleworks program and each student needed a data disk. The purchase price for twenty-four Appleworks disks is $2,157. However these disks can be used for several years. Data disks are $1.70 per student. The learning activity packages were copied on the school district's copier at a cost of $0.10 a page. Grading and evaluation of the student's work took approximately 2 weeks. The results are summarized in Table 2.

Summary

The analysis phase of the project began with a needs analysis. Determining the instructional need for integrating computers with language arts was the direct response to New York State and East Meadow School District's guidelines to integrate keyboarding in the language arts curriculum. Six Main tasks were identified as requiring instruction. The target population was twenty-four eighth grade students in Woodland Middle School, East Meadow, New York. The average age of the students was 13 years.

The most appropriate medium's for this instruction was printed materials and computers. The printed material chosen was a learning activity package. A high speed copier

is available to teachers, with no restrictions on its use for educational materials.

The Instructional goal was identified and classified as a cognitive skill. The designer conducted an ERIC search, used NYIT's Info Track and consulted with Teachers in the East Meadow school district for materials relevant to the topic.

A major events list and time line and budget were developed by the designer at the beginning of the project. The first step, needs assessment, began on October 1, 1990. The last step summative evaluation ended April 24, 1991. The budget for the instructional program was based on the prorated salary of the instructor, the learning materials and the learning tools.

CHAPTER 3

DESIGN

Introduction

The design phase of the this project specified the skills, knowledge and attitudes that the learner will have developed to achieve the instructional ojectives. Also determined during this phase were training setting, entry-level behavior, learning objectives and tests. Learning objectives were stated in terms of performance, conditions and criteria, thus providing a measurable result. The objectives were organized in a logical manner. The design stage ended with a instructional plan.

Instructional Task Analysis

During the analysis stage the instructional goal was defined. It was categorized as cognitive skill. A job task analysis was also completed during the analysis stage. The result of task analysis is a listing of tasks that the learner must master in order to perform the instructional goal. Six main tasks were identified as necessary to master the goal of creating and printing a business letter and a Diamantes poem. For each task the question "What does the student need to to complete the task?" needed to be asked. The answer resulted in subordinate steps for each task. The result was the basis for the instructional design. The entire task analysis is presented in Appendix I.

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Instructional Objectives

An objective is a description of a performance the designer wants the learner to be able to exhibit before considering them competent. An objective describes an intended result of instruction rather than the process of instruction itself (Mager, 1984). Instructional objectives come as a result of the task analysis. There should be at least one objective for each identified task.

There are three main parts to an objective: performance, conditions, and criteria. The performance is what the learner is to be able to do. The conditions are the givens under which the performance is expected to occur. The criterion is the quality or level of performance that will be considered acceptable. The designer identified six objectives to correspond with the six main tasks.

Instructional Objectives

1.0 Given an Apple computer and AppleWorks software, the students will be able to define the business letter format. The format must include the following information: return address, current date, inside address, salutation, introductory paragraph, main paragraph, concluding paragraph, closing, and signature in accordance with criteria in the learning activity package.

2.0 Given the story "The Man Without a Country," the students will write a persuasive business letter to the

president of the United States. The letter must include the purpose, intended audience, topic, and status of the writer. The writer must give two reasons to pardon Philip Nolan and support those reasons with information in the text. The letter must be a minimum of one page in accordance with the checklist provided.

3.0 Given an Apple computer and AppleWorks software, the students will prepare the final copy of the business letter. The letter must be typed, edited for spelling, punctuation and grammar, and printed. The letter must meet the criteria on the checklist provided.

4.0 Given an Apple computer and AppleWorks software the students will be able to define the Diamantes poem format. The format must include a noun in line one, two adjectives in line two, three "ing" verbs in line three, four related nouns in line four, three "ing" verbs in line five, two adjectives in line six and a noun in line seven, in accordance with criteria in the learning activity package.

5.0 Given an Apple computer and Appleworks software, the students will write a poem about America. The poem must be written from a positive viewpoint and follow the Diamantes format in accordance with criteria on the provided checklist.

6.0 Given an Apple computer and Appleworks software, the student will prepare the final copy of the poem. The poem must be typed, edited for punctuation, grammar, spelling, and printed.

Entry Behaviors Defined

Entry behaviors are skills that enable the student to perform the skills the instructor plans to teach. (Mager 1985) The designer identified five entry behaviors necessary for completion of the learning activity package.

1. Operate an Apple IIe computer
2. Operate the Imagewriter II printer
3. Run Appleworks software
4. Define a noun, adjective and verb.
5. Write concisely

Group and Sequence Objectives

The six instructional objectives correspond to the six main tasks. When the six main tasks and subordinate steps were written in the design stage, they were placed in a logical sequence. No change was required.

Learning Activities Specification

The time period for writing the business letter and Diamantes poem is seven forty minute periods. This includes the completion of the LAP lesson introduction and feedback and summary.

Table 3

Internal Processes, Instructional Events and the Lesson Plan

Internal Process	Instructional Event	Lesson Plan
	Introduction	
1. Reception	Gaining attention	Class discussion
2. Expectancy	Informing learners of objectives	Discuss learning objectives
3. Retrieval to working memory	Stimulate recall of prior learning	Ask for recall facts from story
	Development	
4. Selective Perception	Present the stimulus	Present learning activity package
5. Semantic Encoding	Provide learner guidance	Refer to sample poem and letter
6. Responding activities in LAP	Eliciting performance	Ask learner to complete
7. Reinforcement	Provide feedback	Review checklists with students
	Summary	
8. Retrieval and Reinforcement test	Assessing performance	Have students complete review
9. Retrieval and Generalizations	Enhancing reaction	Give Post Test Provide followup assignments

Table 4

Relationship of method and Media
to Internal Process

Lesson Plan	Method	Media
1. Reception	Entry Behavior Pretest	Computer Printed Materials
2. Expectancy	Discussion	Printed Materials
3. Retrieval to working memory	Question and answers	Chalkboard
4. Selective	Lecture Question and Answer	Printed materials Computers
5. Semantic Encoding	Lecture Examples	Printed materials Printed materials
6. Responding	Self-paced	Printed materials Computers
7. Reinforcement	One-on-one Small group	Printed materials
8. Retrieval and Reinforcement	Self-check Share work	Printed Materials Computers Bulletin board
9. Retrieval and Generalization	Post test Class discussion Spaced reviews	Printed Materials Computers

Gagne (1985) identified nine internal processes that occur during learning. External support for the internal process are the instructional events. These nine instructional events comprise a complete lesson plan. Table 3 compares the internal process. the instructional events and the lesson plan.

The LAP was the main learning activity for the lesson plan. In addition class discussion and small group

brainstorming activities were used togather ideas for the letter and poem. The lesson plan structure, followed Gagne's internal process and including method an media are summarized in Table 4.

The primary media used was LAP and computers. The advantages of using printed material were as follows (Anderson, 1985):

1. Students can stop at any point in the material to refer to other sources.
2. Students can proceed at their own pace.
3. Materials are usually very portable.
4. The student or the instructor may easily review the lesson material.
5. The lesson content is locked in but can be resequenced easily by students or instructors, or by revisions of the material.
6. The lesson materials can be produced economically, distributed easily, and updated or revised just as easily.

The designer recognized, and attempted to minimize, three of Anderson's disadvantages.

1. Length of printing time--overcome by the use of the school districts high-speed copier.
2. Materials could be lost, damaged or destroyed--LAP's were collected by the teacher at the end of

each thirty-five minute period and stored in the designer's desk.

3. Extensive printed copy may turn off students--lesson time was limited to fourty-minute periods and included student/teacher and student/computer interaction.

Computer assisted instruction involves the student to interact directly with computers to provide practice and testing of student progress. The designer chose to utilize a stand-alone system. Each unit is totally independent from the others providing maximum flexibility of curriculum (Anderson, 1985). The advantages of using stand-alone systems were as follows (Anderson, 1985):

1. Normally least expensive system to purchase
2. Since there is no network, a breakdown of one processor will not impact on all the students and one students's terminal cannot effect others.
3. Response time is faster than network systems
4. A wide variety of commercially produced courses are available to lease or purchase.

The designer recognized, and attempted to minimize, two of the disadvantages discussed by Anderson.

1. To overcome a lack of centralized gathering, receiving, and updating data the designer used the school district's copier.
2. To overcome the lack of communication between

students, developers (authors), and instructors the designer permited students to circulate around the room to share ideas.

Needs of the target population were considered in development of the learning activity package. The vocabulary and writing were designed to match that of a typical eighth grade student. Since the activity was self paced the designer was able to give attention to all students.

Assessment System Specification

The instructional media included an pretest, progress checks, review test, and post test.

Pretest

The pretest is given to determine if there is a need for the instruction. The pretest measures skills or knowledge that are going to be taught. Through evaluation of the pretest, the instructor can determine how much prior knowledge a student has. The developmental version is in Appendix 4.

Progress Checks

Progress checks are included in the learning activity package. Students are requested to stop at certain points and complete the checklist. These checklists help the student stay on target. The developmental version of the

learning activity package, containing the progress checks, is in Appendix 4.

Review Test

The review test is part of the learning activity package. It contains five true or false questions and five short answer questions. The questions test only material the presented in the learning activity package. The answers are provided on a separate page and the students grade themselves on the review test. The review test is in Appendix 4.

Post Test

The post test is given at the end of instruction. The post test is a performance test and and allows the instructor and student to determine if skills and knowledge stated in the objectives were applied. The post test is a test of cognitive knowledge about the tasks. The post test is part of the learning activity package. The developmental version is in Appendix 4.

Evaluation Specification

The two types of evaluation used for this project were formative evaluation and summative evaluation.

Formative Evaluation

Formative evaluation is used during the instruction as well as at the conclusion of instruction. Dick & Carey

(1985) defined three phases of formative evaluation: one-on-one, small group. and field trial.

During the data collection phase of the formative evaluation, the designer collected information that could help in the revision of material and improvement of the instruction. Only data that helped in the revision of materials was collected (Anderson, 1985). Data collected from one-on-one, small group, and field trial evaluation included the following.

1. Test data from pretest, review test, post test and post learning questionnaire.

2. Reactions by the student to the materials presented in the learning activity package. Written and verbal comments made by the students about typographical errors, content, order of steps, poor directions, or unclear wording.

3. Time required to complete the learning activity package.

4. Feedback from the English and reading departments at Woodland Middle School. The LAP used during the formative evaluation appears in Appendix 4

Summative Evaluation

The summative evaluation sums up the results of the instruction. It normally takes place at the end of the instruction and has no effect on the structure or processes

of the instruction (Romiszowski, 1981) The Kirkpatrick approach is widely used for classifying areas of evaluation (Phillips, 1983). Kirkpatrick (1987) breaks down evaluation into four levels, reaction, learning, behavior and results. The learning activity package used during the summative evaluation is in Appendix 5.

Learning Transfer System Specification

Learners will be provided with weekly activities that integrate the use of the computer with their core subjects. For example students will be allowed to use on the computer to type up reports. In addition students will be able to use the computer before and after school and at club meetings for this purpose. Enrichment assignments may be completed by students at home for extra credit.

Review and Selection of Existing Materials

The following publications were included in the instructional design.

1. **Adventures for Readers**--This is the textbook students use in their English classes. This textbook contains the story "The Man Without a Country" which we will be referring to.

2. **America's Story**--This is the textbook students use in their Social Studies class. This textbook contains a list of all the presidents of the United States. The learners will use this book as a reference.

3. **Letters and Reports**--The designer selected material from this workbook to implement with the learners. This workbook contains activities which teach students to write letters.

4. **Basic Composition Activities Kit**--This workbook contains worksheets that were adapted to fit the needs of the learners.

5. **Integrating Reading and Writing across the curriculum**--The designer used worksheets from this course to develop the poetry section of the learning activity package.

Summary

The design phase of the project began with a task analysis. This resulted in a list of six tasks and subordinate steps required to write a letter and poem. The instructional goal was categorized as a cognitive skill. Objectives were written for each letter and poem writing task. Gagne's internal learning processes were compared to instructional events and a lesson plan. The method and media used for each part of the lesson plan were identified. The designer chose to use a pretest, progress checks, review test, post test for evaluation. The two forms of evaluation used were the formative and summative. The subject matter experts consulted were the English, Reading and Business departments of Woodland Middle School. The design stage

ended with the rationale for the partial use of existing publications within the learning activity package.

CHAPTER 4

DEVELOPMENT

Introduction

During development, the third phase of the project, the learning activity package was developed. The learning activity package was reviewed and evaluated by subject matter experts and the designer. The result of this stage was a learning activity package for use with the target population.

Learning Activity Development Scheme

The designer used techniques suggested by NYIT (1985) and Johnson (1972) for developing the instructional media. During the development the designer used a checklist for individualized instruction as follows:

The instructional material:

1. Presented one topic.
2. Stated objectives clearly.
3. Provided learning activities related to objectives.
4. Provided reinforcement
5. Allowed students to check their own performance.
6. Allowed students to complete their work at their own pace.
7. Encouraged student and teacher interaction.
8. Was mainly self-instructional.

Learning Activity Development

The instruction developed was seven 40 minute period lessons on using the computer as a writing tool. The learning activity package, AppleWorks software, and Apple computers were the media used in presenting the lessons. The instruction developed in this project was based on Gagne's (1985) nine instructional events as displayed in Table 5.

Table 5

Gagne's Nine instructional Events

1. Gaining attention
2. Informing learners of the objectives
3. Stimulating recall for prior learning
4. Presenting the stimulus
5. Providing learner guidance
6. Eliciting performance
7. Providing feedback
8. Assessing performance
9. Enhancing retention and transfer

1. **Gaining attention**--A pretest on business letters and Diamantes poems was developed. This focused the student's attention on writing and was used as an introduction to the objectives. See Appendix 5.

2. Informing learners of objectives--The designer included a page listing six objectives in the LAP. The students were told they would be able to: define a business letter format, write a persuasive business letter, word process and print a business letter, define a Diamantes poem, write a poem about America, and word process and print their poem. See Appendix 5.

3. **Stimulating recall of prior learning.** Initiate class discussion about the story, "The Man Without A Country". Asks Student their opinion of Philip Nolan and his punishment. Have students express their own feelings about America. Discuss the value of using computers as a writing tool.

4. **Presenting the Stimulus**--orient students to using a learning activity package. Show the students the materials, review the instructions, explain the final letter and poem, explain the review test. See Appendix 5. Describe the teachers role as a facilitator who can individually help students with the learning material. Describe the student's role as a independent learner, responsible for the completion of the learning material. Describe the class role as a resource to gather and share ideas related to the materials.

5. **Providing "learner guidance."**--The LAP individually explains how to write the business letter and poem. The students are provided with an outline and example of a

persuasive business letter and Diamantes poem. The student is also told step-by-step how to word process and print the final version of each. See Appendix 5.

6. **Eliciting performance.**--The students were instructed to follow the directions in the LAP to complete the letter and poem. The students began working at their own pace. See Appendix 5.

7. **Providing feedback.**--After finishing the letter, the student was instructed to stop and show the teacher the printed version of the letter and completed checklist. After finishing the poem the student was again instructed to stop and show the teacher the printed copy of the poem and completed checklist. This allowed for student teacher interaction. The teacher could praise, encourage, and correct work on a one-on-one basis. In addition the teacher can allow the student to go back and revise and come up again for more feedback. See Apendix 5.

8. **Assessing performance**--A review test was included in the instructional material. The answers to the review test are provided on a separate page, allowing students to assess their own performance. Completed letters are displayed on the bulletin board and completed poems are placed into a class book to provide recognition for a job well done.

9. **Enhancing retention**--A post test is included in the instructional material to measure knowledge of main

concepts. Retention is further enforced by a class discussion on the value of the use of computers in all their subject areas.

Pretest and Post Test

The development of the instructional materials began with the pretest. The pretest, during this stage contained ten questions about business letters and Diamantes poems. The pretest is the first activity for the students. They are instructed to stop and show the results of the pretest to the teacher upon completion. The students do not continue with the LAP until instructed to do so by the teacher. The last activity the student performs is the post test. The questions are the same as the pretest. The post test measures whether the students have achieved the objectives. See Appendix 5.

Learning Activity Package

The learning activity package was developed next. It's development was based on the nine instructional events. In keeping with the LAP design, it contained information on one topic--using the computer as a writing tool based on the story, "The Man Without a Country".

The learning activity package was broken into two main sections. The first section required the student to create and type a persuasive personal business letter. The second section required the student to use the Diamantes style to create and type a poem about America. Each section provided

specific details and examples of how to accomplish these tasks. Each section was followed by a student-teacher checkpoint (progress check). Students could not continue with the LAP unless they completed the checklist.

Reinforcement, both written and verbal, were part of the design of the instruction. The checkpoints, at the end of each main section, told the student to stop and show their work to the teacher, allowing the teacher the opportunity for verbal and written encouragement. The teacher reviewed each letter on an individual basis, while the class moved on to the second section of the LAP. The students were broken into groups of three to brainstorm for nouns, adjectives and "ing" verbs relating to America. At the end of the brainstorming session a list of all the words were posted on the board for the whole class to use when writing the poem. The students then typed the poem while the teacher continued the one-on-one evaluation of their letters. After the students completed the poem and the checklist that followed it, they were directed to show their poem to the teacher. The teacher reviewed the poem on a on-on one basis, while the students revised and printed a final copy of their letter. The final version of the letter was posted on the board and the final version of the letter was placed in a class book.

Post-Learning Questionnaires

Two evaluation items were used to assist the designer in review of the learning activity materials after instruction had taken place--the post-learning questionnaire and the follow-up questionnaire. The post questionnaire, in Appendix 6, is given upon completion of the learning activity package. It allows students to express their feelings about the learning material. The follow-up questionnaire, in Appendix 9, is administered thirty days after instruction. It seeks to determine if the students have used their learning to help them with their course work.

In addition a review test, with answers on a separate page, was included for self-evaluation. The review test contained ten multiple choice and five short answer questions.

Learning Activity Review

Before presenting the learning activity package to any student, the designer concept-tested the idea with four other teachers. Two were business teachers, with teaching experience of five years and thirteen years. The third was the chairperson of the English department with twenty years of teaching experience. The fourth was a reading teacher with fifteen years of teaching experience. These teachers were shown approximately one-half of the package. The

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designer received positive comments about using this method with a mixed population of honor and Regent students. The teachers felt that directions were clear and that the material was at an appropriate reading level for the students. Two suggestions were made. One suggestion made by the reading teacher suggested that the designer have the students break into small groups and brainstorm for ideas before writing their letters and poems. The second suggestion made by the business teacher was to provide a checklist for the students and teacher to evaluate each activity. The designer incorporated these suggestions into the learning activity package design. The next step was to develop the entire seven-class lesson. The completed learning activity package was reviewed by the subject matter expert for accuracy of content. The designer and colleagues reviewed the package for appropriate vocabulary, grammar, correct spelling, punctuation, capitalization, and page format. In addition, the package was reviewed for clarity, consistency and accuracy of directions and checkpoints. Directions referring the student to a certain page were checked for accuracy of the page number. All corrections were made during this review stage.

Materials for Evaluation Produced

Twenty six copies of the LAP were produced. This amount was necessary to provide one copy for each student

during the one-on-one, small group and field trials. The pretest, post test, review test, final letter, final poem, and post-learning questionnaire were the materials used in the summative evaluation.

Summary

During the development phase of this project the designer created the learning activity package. The learning activity package was developed based on individualized instruction methods of LAP design. The development followed the nine instructional events. It included a pretest, review test, post test, learning objectives, instructional text, examples, clear directions, positive reinforcement, and checkpoints. The materials were reviewed for accuracy by the SME and by the designer for correct spelling, grammar, vocabulary, page format, punctuation, and capitalization. Twenty six copies were produced to allow one copy for each student during the formative evaluation stage.

CHAPTER 5

IMPLEMENTATION

Introduction

Implementation is the fourth phase presented in the project. Implementation is the process of putting the LAP into operation. This phase began with a completed learning activity package and evaluation materials. Any errors or problems discovered during the formative evaluation were corrected before implementing the instruction with the target population.

Materials for Implementation Reproduced

The version of the learning activity package used during implementation was a result of information gathered during formative evaluation. Twenty four copies of the instructional materials were made for implementation. The final version is shown in Appendix 5.

Instructional Delivery

Instructional delivery for implementation, occurred in a computer lab in Woodland Middle School. A middle school schedule is divided into nine forty minute periods.

Implementation was conducted for seven days beginning March 19th, 1991. Implementation began earlier than planned so that spring break what not disrupt the project. Implementation with the target population was intended for

twenty four students. Three students were absent the week the instruction was given. The twenty one remaining students received the revised version of the learning materials. The designer felt one main factor determined a difference in the behavior of this group of students--the large size of the class. The designer utilized the students who completed their work faster to help those students who were still working. By doing this the designer was able to spend more time reviewing each student's letter and poem.

The major difference in delivery of the instructional material from formative evaluation to implementation was instructor intervention. During implementation, the instructor treated the text portions of the LAP as a class activity; writing the letter and poem remained an individual activity. This is a deviation from the definition of a LAP as self instructional material. The designer found that students would benefit by reading the text portion aloud. They focused more on the instruction and asked questions that cleared up potential problems. By doing this the designer had to spend less time with individual questions. This also proved to help motivate the students to complete the LAP. They had developed a sense of unity and were able to help each other with a common goal.

Data Collection

During the implementation data was collected. Data from a preliminary questionnaire, pre-test, review test, post test, post learning questionnaire, and two progress checks were collected for each student. The preliminary questionaire wil be analyzed to determine student background and interest level. The pre-test and post test will measure student gain, class mean, and mode. The review test will be used to determine if the student has mastered the material and is ready to go on to the post test. The progress checks will be reviewed individually to detect errors in content, form, and mechanics.

Summary

Upon completion of the formative evaluation process the materials for implementation were produced. Twenty four copies of the learning activity package were produced. Implementation began on March 19th and ended on March 27th. A review of the work completed by each student was completed. Data was collected for each of the following: preliminary questionnaire, pre-test, review test, post test, and post learning questionnaire.

CHAPTER 6

EVALUATION

Introduction

The evaluation process is the fifth phase of the Instructional Systems Design model followed in this project. Evaluation is the process of assessing performance, identifying concerns and problems, and making necessary revisions. Evaluation is an ongoing process that begins with the analysis phase and should continue past the actual implementation. Evaluation should include the learning materials, instructional delivery, learning environment, and post-learning activities. The designer of this project conducted two types of evaluation: formative and summative.

Formative Evaluation

Formative evaluation is used to test and revise the learning material. Improvements to the LAP were incorporated after the feedback resulting from the formative evaluation. Dick and Carey (1985) described that "The emphasis of formative evaluation is on the collection of data in order to revise the instructional materials, to make the materials as effective as possible."(p. 198). The revisions made as a result of formative evaluation were designed to produce material that is as effective and error free as possible.

There are three phases of formative evaluation: one-on-one, small group, and field trial.

One-on-One Evaluation

The purpose of the one-on-one trial is "to identify and remove the most obvious errors in the instruction, and to obtain initial reactions to the content from learners," (Dick and Carey, 1985). Two boys and one girl volunteered to participate in the project. All three students were enrolled in the designer's keyboarding class and each student maintained at least a B average in their major subjects. The designer conducted three one-on-one evaluations. The students received the developmental model of the LAP, complete with pretest, progress checks, review test, and post test. In addition, each student completed preliminary questionnaire and post learning questionnaire.

During the one-on-one evaluation students were encouraged to give the designer as much feedback as possible. Students were asked to mark with a star anything they did not understand, and circle any typographical mistakes, content omissions, unclear wording, inappropriate sequencing of information, and too sophisticated vocabulary. The students found it easy to talk to the designer about the project because a good relationship with the designer had already been established. The students completed the work in seven forty minute periods. The designer kept a list of page numbers on which errors occurred. This list was

updated with each subsequent one-on-one evaluation. See Table 8 for an itemized list of changes made upon conclusion of the one on one evaluations. The final version of the LAP with all corrections and additions is located in Appendix 5.

All of the students failed the pretest and passed the post test. The mean on the pretest was 50 percent and the mean on the post test was 96.6 %. See Table 6 for the results of the pretest and post test for each student. All of the students passed the review test. (See Table 10.)

The students answered a post learning questionnaire designed to elicit reactions to the learning materials. Two out of the three students had never worked with a learning activity package before. All of the students enjoyed working independently and at their own pace. All of the students felt confident that they could write persuasively. They expressed that they would continue to use the computer to help them with their other courses. One of the students suggested that the directions on writing the letter be more specific. (See Table 11.)

To summarize, the students enjoyed working with the learning activity package despite the errors detected. Each student completed the letter and poem. The progress checks helped the students stay on track and provided the them with feedback from the instructor. All of the students passed the review test and post test. They felt that they were now able to organize their thoughts better and felt confident

Table 6

Results of the Pretest and Post Test

From the One-On-One Evaluations

Student	Pretest Right	Pretest Wrong	Score	Post Test Right	Post Test Wrong	Score
1	5	5	50%	10	0	100%
2	6	4	60%	9	1	90%
3	4	6	40%	10	0	100%
Total	15	15		29	1	
Mean	5	5	50%	9.6	.33	96.6%
Median	5		50%	9		90.0%
Mode						
Range	6			1		

Table 7

Results of the Pretest and Post Test
From Small Group Evaluations

Student	Pretest Right	Pretest Wrong	Score	Post Test Right	Post Test Wrong	Score
1	5	5	50%	8	2	80%
2	6	4	60%	9	1	90%
3	5	5	50%	10	0	100%
4	6	4	60%	10	0	100%
5	3	7	30%	9	1	90%
6	5	5	50%	10	0	100%
7	5	5	50%	10	0	100%
8	4	6	40%	9	1	90%
Total	39	41		75	5	
Mean	4.8	4.2	48.75	9	1	93.75
Median	5	5		9	1	
Mode	5	5		10	1	100%
Range	7			2		

that they knew how to write a persuasive business letter and diamantes poem. The students loved seeing their work posted on the bulletin board. They smiled and while admiring each others work.

Small Group Trials

Eight students participated in the small group trial. Four girls and four boys were chosen from the designer's Keyboarding class. Two boys and two girls were in Honors track and the remaining students were in Regents track. Each student had at least a B average in their major subjects. The designer worked closely with the group encouraging them to express their feelings about the LAP. The designer continued to update the list of errors and suggestions and revisions were made. (See Table 8.) One noteworthy suggestion, to include a computer reference guide of commands needed to complete the activities was made. A computer command page was incorporated into the final version of the LAP to help students who had forgotten computer commands. The designer also added a list of persuasive writing signal words to help the students write fluently.

During the small group trial the designer noticed that the pretest could be more effective. The pretest was a problem. The test questions were not specific enough to the materials presented in the LAP.

Table 8

Learning Activity Package Revisions

Original Version Page #	Implementation Version Page #	Description of change
One on One Evaluations		
3	3	-Changed the word letter to poem in objective #6
4	4	-Corrected typing error rectanlge to rectangle
8	8	-Corrected typing error idenitfy to identify
8	8	-Added detail to the directions
12	14	-Corrected typing error expresss to express
12	14	-corrected a typing error transiitions to transitions
Small Group Evaluations		
4	4	-Added questions six thru nine to the pretest.
	11	-Added persuasive signal writing words
16	18	-Added direction, space once after a comma
18	20	-Changed checklist, question eight was changed to one.
23	25	-Added four questions to the post test, six thru nine
	29	-Added a computer reference page.
Field Trial		
	9	-Added a note taking page.

Four questions were added to the pretest to make it more precise and since the post test is the same as the pretest it was revised as well. None of the students passed the pretest. All of the students passed the review test and post test. See Table 7 for the results of each student on the pretest and post test. See Table 10 for the results of the review test. These students answered the post learning

questionnaire. The results of the questionnaire were similar to the results stated under one-on-one evaluation.

Field Trial

During this final phase of formative evaluation the designer used students and an environment as close as possible to the actual instructional situation.

Eleven students were chosen to participate. The students were chosen from a different class in the same subject. Six boys and five girls particpated in the instruction. One again the students were in Honor and Regent track classess and have maintained at least a B in all their major courses. The purpose of the field trial was to determine if changes made during small-group evaluation were effective and deciding if the instruction can be used in the environment for which it was intended (Anderson, 1985).

The field trial students completed the LAP that included all revisions deemed necessary from the small group evaluations. The students were encouraged by the instructor to raise their hand if they had any question. The students did not discover any errors with the LAP and any questions they had resulted from the fact that they did not take the time to look carefully at the directions before diving into the assignments. The designer decided at this point it would be better to read the instructions with the whole

class. Despite clear directions two students had trouble writing their letters. The designer decided to add a note taking page to help these students organize their thoughts. (See Table 6.)

The revised pretest and post test were utilized with this group. Two students passed the pretest and all the students passed the review test and post test. See Table 9 and Figure 1 for the results of the pretest and post test. See Table 10 for the results of the review test. Even though two students passed the pretest they were required to complete the instruction.

Table 9.

Results of the Pretest and Post Test
From the Field Trial

Student	Pretest Right	Wrong	Score	Post Test Right	Wrong	Score
1	9	5	64%	13	1	92%
2	6	8	42%	11	3	79%
3	7	7	50%	10	4	71%
4	7	7	50%	11	3	79%
5	10	3	71%	13	1	92%
6	3	11	21%	10	4	71%
7	4	10	29%	14	0	100%
8	1	13	7%	14	0	100%
9	12	2	86%	14	0	100%
10	3	11	21%	10	4	71%
11	6	8	42%	12	2	86%
TOTAL	68	86		132	22	
Mean	6.2	7.8	43.9%	12	20	86%
Median	6		42%	12		86%
Mode				14		100%
Range	11			4		

Figure 1

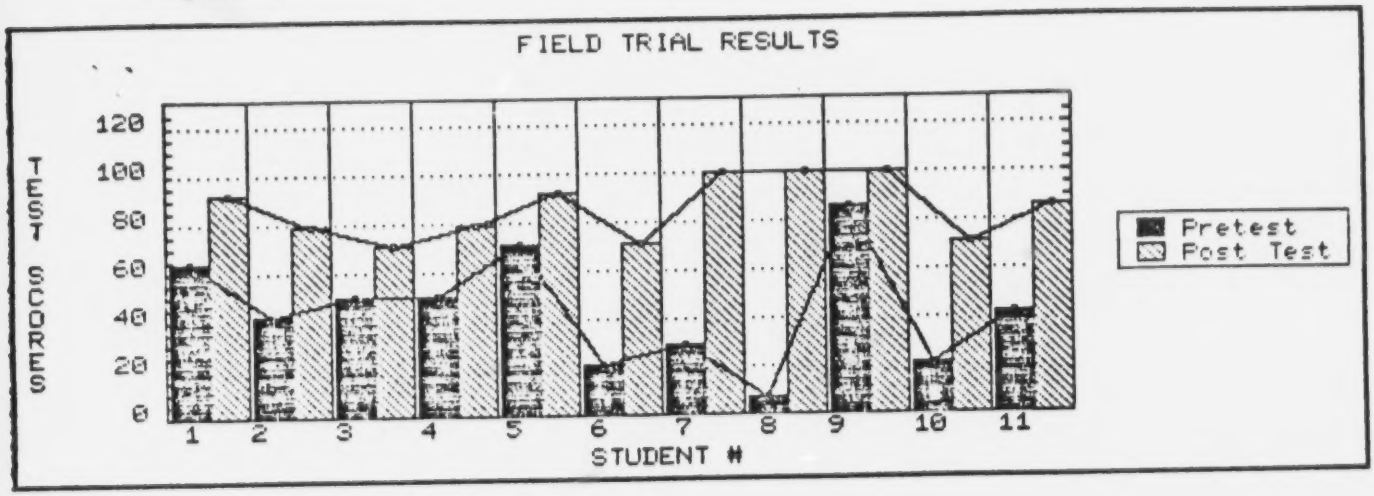


Table 10.

Results of the Review Test for all Stages of Formative Evaluation

Question	One-on-One		Small Group		Field Trial	
	Right	Wrong	Right	Wrong	Right	Wrong
1	2	1	6	2	9	2
2	3	0	6	2	10	1
3	2	1	8	0	11	0
4	3	0	8	0	11	0
5	3	0	8	0	11	0
6	3	0	8	0	10	1
7	2	1	7	1	10	1
8	3	0	8	0	11	0
9	3	0	8	0	11	0
10	3	0	8	0	11	0
11	2	1	7	1	10	1
12	3	0	8	0	11	0
13	3	0	8	0	11	0
14	3	0	8	0	11	0
15	3	0	8	0	10	1
TOTAL	41	4	114	6	159	6
AVERAGE	2.7	.26	7.6		10.6	.4

In a public school setting it is difficult to exclude students from course work. Passing the pretest did not guarantee that the student would be able to write the actual poem and letter. Upon completion of the LAP, the students were given the post learning questionnaire and were asked the same questions as the previous two groups.

The pretest and post test used during the one-on-one and small group evaluation was not specific enough to yield comparable results. It contained only ten questions. The results of the pretest and post test for the field trial evaluation contained 14 questions and is summarized in Table 9, and figure 1. The results of the review test for all stages of formative evaluation are summarized in Table 10, and the results of the post-learning questionnaire are summarized in Table 11. The scores on the pretest ranged from 7 percent to 86 percent The scores on the post test ranged from 71 percent to 100 percent. The passing grade for eighth grade students in Woodland Middle School is 70 percent.

The designer expected that the number of students answering "no" to questions numbers one, two, and three, on the post learning questionnaire would be higher than the number answering yes. Most of the students had not previously written a persuasive letter, Diamantes poem, or worked with a LAP. Question number five asked the students if they liked to work individually. The designer was not

Table 11

Results of Post-Learning Questionnaire for all Stages of formative Evaluation

Question	One-on-One		Small Group		Field Trial	
	Yes	No	Yes	No	Yes	No
1	0	3	1	7	1	10
2	1	2	1	7	2	9
3	0	3	1	7	2	9
4	3	0	8	0	11	0
5	3	0	5	3	6	5
6	3	0	8	0	11	0
7	2	1	6	2	9	2
8	3	0	8	0	11	0
9	3	0	8	0	11	0
10	3	0	8	0	11	0
12	3	0	8	0	11	0
13	3	0	8	0	11	0
14	3	0	8	0	11	0
15	3	0	8	0	11	0
16	3	0	2	6	4	7
17	3	0	8	0	11	0
TOTAL	42	9	100	36	137	50
AVERAGE	2.7	.3	5.9	2.1	8.1	2.9

surprised about the number of "no" answers to this question. Many of the students had little previous experience working in this manner and were a little frightened by it. Question 16 asked if the students had any suggestions for improving the learning material. A total of nine students offered some suggestions. The suggestions were to include a reference guide for computer commands, provide clearer directions, to allow students to work with a partner, and to provide a more detailed checklist for the letter.

Summative Evaluation

The summative evaluation was based on the four levels of evaluation described by Kirkpatrick (1975): reaction, learning, behavior, and results/impact.

The first step in the summative evaluation process is to evaluate the students' reactions. Reaction results judge whether or not the learners liked the instructional material. The information obtained can be used to improve the learning materials.

Table 12.
Results of Post-Learning Questionnaire for the Target Population

Question	Target Population Yes	No
1	3	18
2	4	17
3	2	19
4	20	1
5	20	1
6	21	0
7	20	1
8	21	0
9	21	0
10	21	0
11	21	0
12	3	18
13	21	0
14	21	0
15	21	0
16	2	19
17	21	0
TOTAL	263	94

The designer used a post-learning questionnaire and oral questions to determine learner reaction. The results

of the post-learning questionnaire for the target population is in table 12.

In Summary, most of the students had never worked with a LAP before. In addition the majority of the students had never written a persuasive letter of a Diamantes poem. They liked learning a new topic using a learning activity package, although they preferred the text portions to be read as a class. All the students enjoyed working at their own pace. The students felt that the directions were clear and that the checklist provided at the end of each section kept them on track and motivated. They enjoyed the individual time spent with the designer when reviewing their work. Most of the students had not used the computer to take notes before. They enjoyed being able to copy their notes directly into their letters. To the designer's surprise several students asked if they could take their LAP home and use their own computer to complete the work. None of the students had ever asked if they could take their class work home with them before. Many of these students had viewed their computer as a toy and not as a writing tool.

Using the LAP exclusively as self-instructional was not appropriate for every student in the target population. A few students found it difficult to work without constantly getting the reassurance of the teacher. Using a learning activity package as entirely self instructional was not the

the instructional goal. Using a word processing program to create a letter and poem was the instructional goal and it was achieved. The designer would choose to use a LAP again for this particular instruction because it 1) allowed students to gain practice in independent learning; 2) was flexible--may be used as a class, self-instructional, or a combination of the two methods; 3) is portable--students can take it home and have their parents get involved; and 4) allows the designer to give individual attention to every student.

The designer would not use the same pretest and post test again. The designer found that even if the student did well on the pretest it did not mean that they could write a persuasive letter or poem. Knowing the parts of something does not guarantee that the student will be able to put them together. The progress checks would serve as a better post test.

Learning

Paper and pencil tests can be used to test principles and facts. The designer used the results of the pretest, review test, and post test to evaluate related cognitive knowledge. In addition, progress checks allowed the designer continual evaluation of the student's work.

The results of the pretest and post test with the target population is shown in Table 13 and Figure 2. The results of the review test are shown in table 14.

The scores on the pretest ranged from 29 percent to 93 percent. The score on the post test ranged from 64% to 100%. The mean score on the pretest was 50 percent, while the mean score on the post test was 91.6 percent. The passing grade for eighth grade students in Woodland Middle School is 70 percent. Only one student failed the post test. This student was able to complete the letter and poem, and even passed the review test. Based on the fact that this student at times demonstrates a short attention span, the designer attributes this failure to a lack of concentration.

The scores on the review test for each of the twenty one students were: 73%; 100%; 93%; 93%; 86%; 86%; 100%; 93%; 86%; 100%; 100%; 100%; 100%; 100%; 100%; 93%; 93%; 93%; 100%; 100%; 100%. The average score of the target population for the review test was 95 percent.

Behavior

This level of the summative evaluation process is used to determine whether a change in behavior has taken place. Kirkpatrick (1987) suggests five requirements that must be met for a change in behavior to occur:

1. Desire to change
2. Know-how of what to do and how to do it
3. The right job climate
4. Help in applying classroom learning
5. Rewards for changing behavior

Kirkpatrick (1987) also lists several guidelines to follow when evaluating an instructional program in terms of behavioral changes. They include:

1. A before and after appraisal
2. Performance appraisal by one or more of the following groups:
   a. The person receiving the instruction
   b. The person's superiors
   c. The person's subordinates
   d. The person's peers
3. A post-learning appraisal
4. A control group not receiving the instruction.

Figure 2

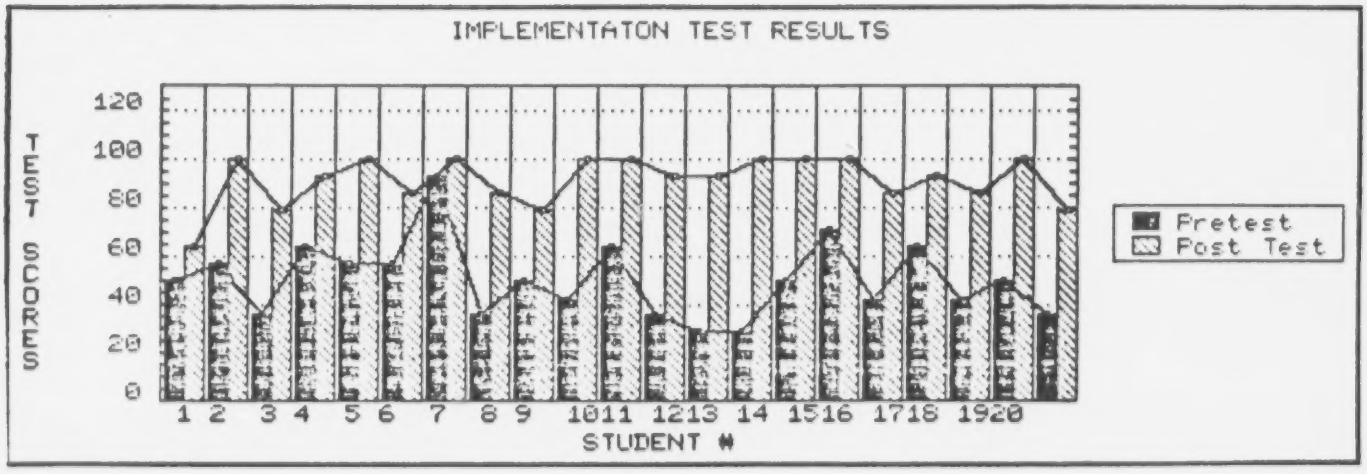


Table 13.

Results of the Pretest and Post Test

for the Target Population

Student	Pretest Right	Pretest Wrong	Score	Post Test Right	Post Test Wrong	Score
1	7	7	50%	9	5	64%
2	8	6	57%	14	0	100%
3	5	9	36%	11	3	79%
4	9	5	64%	13	1	93%
5	8	6	57%	14	0	100%
6	8	6	57%	12	2	86%
7	13	1	93%	14	0	100%
8	5	9	36%	12	2	86%
9	7	7	50%	11	3	79%
10	6	8	42%	14	0	100%
11	9	5	64%	14	0	100%
12	5	9	36%	13	1	93%
13	4	10	29%	13	1	93%
14	4	10	29%	14	0	100%
15	7	7	50%	14	0	100%
16	10	4	71%	14	0	100%
17	6	8	42%	12	2	86%
18	9	5	64%	13	1	93%
19	8	6	42%	12	2	86%
20	7	7	50%	14	0	100%
21	5	9	36%	11	3	79%
TOTAL	150	144		269	25	
Mean	7.14	6.8	50%	12.8	1.2	91.6%
Median	7		70%	13		93
Mode				14		
Range	9			5		

The designer chose a follow-up questionnaire as a method of determining a change in behavior. See appendix 6.

The questionnaire seeks to determine if the learners have retained and applied their new knowledge. Change-in-behavior evaluations are normally conducted three months after instruction. The designer plans to give the follow-up questionnaire in October. See appendix 7.

Results/Impact

Table 14.

Results of the Review Test for the Target Population

Question	Target Population Right	Wrong
1	17	4
2	20	1
3	20	1
4	21	0
5	21	0
6	20	1
7	18	3
8	21	0
9	21	0
10	20	1
11	19	2
12	21	0
13	21	0
14	21	0
15	20	1
TOTAL	300	15
AVERAGE	20	1

The last of Kirkpatrick's steps, results, can produce measurable results, with respect to impact on the school,

but the actual evaluation process may prove more difficult. In terms of writing, the business letter and Diamantes poem, the students can either write or not write the letter and poem. The students followed the directions in the LAP and completed the poem. But, how long after the students complete the LAP, will they continue to use the computer as a writing tool? In the public school system this would be difficult to measure. In an education setting the performance indicators may be scores on RCT or end of of term departmental test which indicate students this year scored better on those sections than last year. In addition examples would be an increase of computer use within the school and the development of LAP's by other teachers.

Learning Transfer

According to Broad (1988), several strategies can be implemented before instruction, during the organized learning experience, and after the learners have returned to the school environment. Administration, teachers, and students must work together in order for learning to be effective.

Before

By conducting a needs analysis the teacher can learn more about the learner and the learning environment. Knowing more about the learner and his environment will assist the teacher in developing instruction.

Administration can help by providing positive reinforcement to the students, such as letters of recognition for a job well done sent home. Students can discuss their work with other students to get support.

During

Teachers can involve their students in the learning process by having them keep a journal of their activities. Students can make comments that would help the teacher provide quality learning materials. Administration can help by reviewing the learning materials and providing the teacher with technical support.

After

Teachers can provide varied and spaced practice for using the computer as a writing tool. One day a week could be set a side for these activities. Students can join the computer club and or continue to work on integrated assignments at home. The administration can help by providing ample computer lab time and equipment for teacher and student use.

Summary

The evaluation process is the fifth phase of the Instructional System Design model followed in this project. The effectiveness of the instruction was determined in the formative evaluation. Revisions to the learning materials resulted from the one-on-one, small group, and field trial evaluations. Students were instructed to give the designer

feedback about the LAP. See Table six for a complete list of changes made to the LAP. Three students participated in the one-on-one trials, eight students participated in the small group trial, and eleven students participated in the field trial. All of the students completed the LAP within seven days.

The summative evaluation was based on the four levels of evaluation described by Kirkpatrick (1975): reaction, learning. behavior, and results/impact. Twenty one students participated in the implementation of the LAP. Every student successfully completed the letter and poem. The average grade on the post was 91.6 percent. The designer would use this method of instruction again. Future assignments will be developed to enhance learner retention of materials.

CHAPTER 7

SUMMARY AND RECOMMENDATIONS

Introduction

This final chapter will summarize the entire project. Recommendations for future training endeavors are provided for anyone who may want to expand what this designer has done to include other areas.

Methods and Procedures Used

This project followed the instructional systems design model (Jan, 1976) which included five phases: analysis, design, development, implementation, and evaluation.

Analysis

During this phase the designer conducted a needs analysis, job analysis, and task analysis. The instructional need was based on New York State's and East Meadow's guidelines to integrate computers into the language arts curriculum. The need for new instructional media was supported by a lack of appropriate existing materials.

The target population was twenty-four honor and regent students enrolled in the course, Introduction to Keyboarding. Six main tasks were identified as requiring instruction. The instructional goal of creating and printing a persuasive letter and Diamantes poem was identified. The designer gathered existing literature on

using the computer as a writing tool for analysis of appropriateness for the target population.

A project plan was developed using a time line and Pert and Gantt charts. The project began on October 1, 1990 and ended on April 20, 1991. The analysis phase ended with the preparation of a budget which included totals for materials and labor.

Design

A task analysis was prepared and the performance objectives and entry behaviors identified. The three characteristics that were part of the objectives were performance, conditions, and criterion. Six main objectives were identified. Printed materials used simultaneously with a personal computer were the media selected to present the material to the learner. Gagne's nine instructional events were considered while designing the lessons in the LAP. Pretests, progress checks, review tests and post tests were utilized as an assessment system. The evaluation system consisted of formative and summative evaluation. Included in the evaluation was a post-learning questionnaire. A follow-up questionnaire was planned for evaluation, but not used.

Development

The development of the learning activity package was based on individualized instruction methods as outlined by Johnson (1970) and New York Institute of Technology (1985).

Gagne's nine events of instruction (1985) were taken into consideration when the LAP was developed.

The layout of each page contained in the LAP was carefully planned and incorporated motivational factors. The designer used two types of evaluation, formative and summative.

Implementation

The learners used the revised materials during the implementation stage. Twenty four copies of the learning material were produced. Twenty one students completed them in a computer lab setting, during a seven day period. The actual dates occurred earlier than the dates listed on the time line. Implementation began March 19th.

The Lap was a combination of class activity and individual work. During this stage the designer collected information for the summative evaluation.

Evaluation

The evaluation process included both formative and summative evaluations. Twenty two students participated in the formative evaluation process which consisted of one-on-one, small group evaluations, and a field trial. Data was collected from the pretest, progress checks, review test, and post learning questionnaire.

The summative evaluation consisted of four levels: reaction, learning, behavior, and results/impact. The first two levels of the summative evaluation was completed. The

designer plans to give a follow-up questionnaire the second week in June.

Conclusions

The learning activity package was an effective medium for presenting the concept of using the computer a writing tool. The designer integrated language arts with computers by having the students base their letter and poem on the story "The Man Without a Country." Upon completion of the learning materials, the students stated that they enjoyed learning independently and felt confident that they could write a persuasive letter and Diamantes poem.

Using a LAP, in addition to the feedback from the instructor, provides the students with enough information to use the computer as a writing tool. Students worked at their own pace while building confidence about their own abilities. Students also had the opportunity to brainstorm for ideas and help a neighbor who needed it.

According to the post learning questionnaire, most of the students had never worked on a LAP before and liked working independently. When asked if they will continue to use the computer to help them with their core subjects, the students reply was an overwhelming yes. Through discussions with the students I realized that they don t mind typing up their assignments now that they have learned the keyboard.

Recommendations

1. That learning activity package should be spit into two. The persuasive business letter being one LAP and the Diamantes poem another. This would make it easier if you have a large class.

2. That a software package called poetry express is considered for typing poems. It contains templates for Diamantes poems as well as many others. This will save time it the instructor is on a tight schedule.

3. That all students be instructed in keyboarding.

4. That one day a week during keyboarding class students time is put aside for integrated activities. Teacher directed and or student directed.

Concluding Statement

This project provided me with the perfect opportunity to explore the vast ways of incorporating computer use into every subject area. Using the computer as a writing tool was selected, because I was involved in teaching Introduction to keyboarding to eighth grade students. After ten weeks of instruction the students had been taught all of the keys and in the past have spent the remaining weeks doing drill and practice from the book. I thought there has to be a better way to practice keyboarding skills. Thus, I decided to create a learning activity package, which

BEST COPY AVAILABLE

incorporated a story from their English text. I found that the students enjoyed this activity because they had the necessary typing skills to take the chore out of typing. Since this project I have molded my keyboarding class structure to include at least one typing assignment from each major subject area. I have also opened up Thursdays for creative writing and or homework assignments. Using the computer for integrated writing assignments is beneficial to the student. Students feel good about their work when it is neatly typed and as a result feel good about themselves. All teachers involved in computer instruction should take advantage of the computers strength as a writing tool, by incorporating integrated writing activities into their lesson plans.

Appendix 1
Task Analysis

OJECTIVES

1.0 Define Business letter format.
1.1 state return address.
1.2 state current date.
1.3 state inside address.
1.4 state salutation.
1.5 describe introductory paragraph.
1.6 describe main paragraph.
1.7 describe concluding paragraph.
1.8 state closing.
1.9 state signature.

2.0 Write pursuasively about the story "The Man Without a Country".
2.1 state your intented audience.
2.2 define the problem.
2.3 state the status of the writer.
2.4 state the stories solutions.
2.5 state alternatives to that solution.
2.6 prove alternatives are the better choice.
2.7 write a concluding paragraph.

3.0 Prepare the final word processed copy of the pursuasive letter..
3.1 type the letter.
3.2 edit for punctuation, grammer and spelling.
3.3 determine if the letter is a minimum of one page.
3.4 print the letter.

4.0 Define the diamantes poem.
4.1 state line one is a noun.
4.2 state line two is two adjectives.
4.3 state line three is three verbs ending in "ing".
4.4 state line four is four related nouns.
4.5 state line three "ing" verbs again, not the same as before.
4.6 state line six is two adjectives, not the same as before.
4.7 state line seven is a noun.

5.0 Coose a theme related to America.
5.1 arrange in Diamantes style.
5.2 present a positive point of view.

6.0 Prepare the final word processed copy of the Diamantes poem.
6.1 type the poem.

6.2 edit for punctuation, grammer and spelling.
6.3 determine if the poem follows the diamantes style.
6.4 print the poem.

Appendix 2

Preliminary
Student Questionaire

PRELIMINARY
STUDENT QUESTIONAIRE

NAME _____

AGE _____

Please answer the following questions:

1. What is your favorite class?
(describe why you like it)

2. Who was your most effective teacher?
(describe that person)

3. List your favorite hobbies ect.

4. What are the qualities you admire most in your best friend?

5. Have you ever used a computer?
(describe where and when)

6. Do you have a computer at home?
(if yes, what kind)

7. What is your most frequent use for the computer? (circle your answer)

   a. database
   b. spreadsheet
   c. word processing
   d. computer games

8. Name all the word processing programs you have used?

9. What do you feel are the advantages of word processing?

10. Name at least two classroom assignments you can use a word processor for?

11. What track are you in?

12. What track are you in?

13. What is your overall average this year?

14. What is your average in English?

15. Do you like to write creatively?

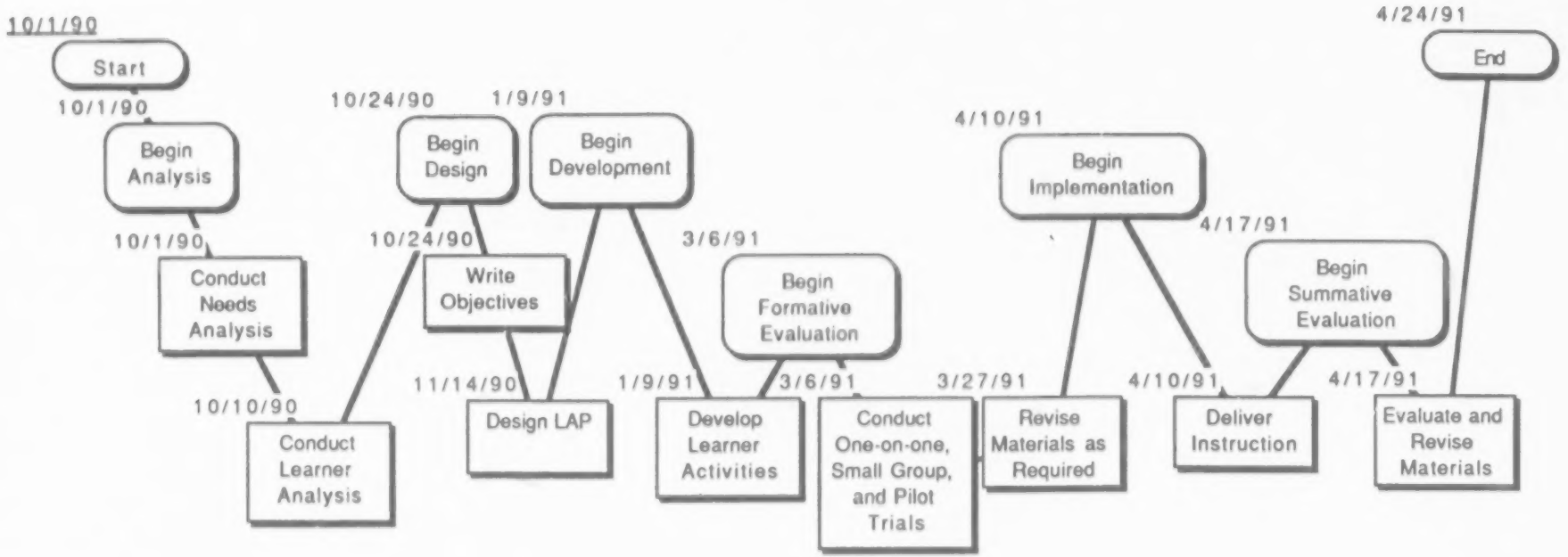
Appendix 3

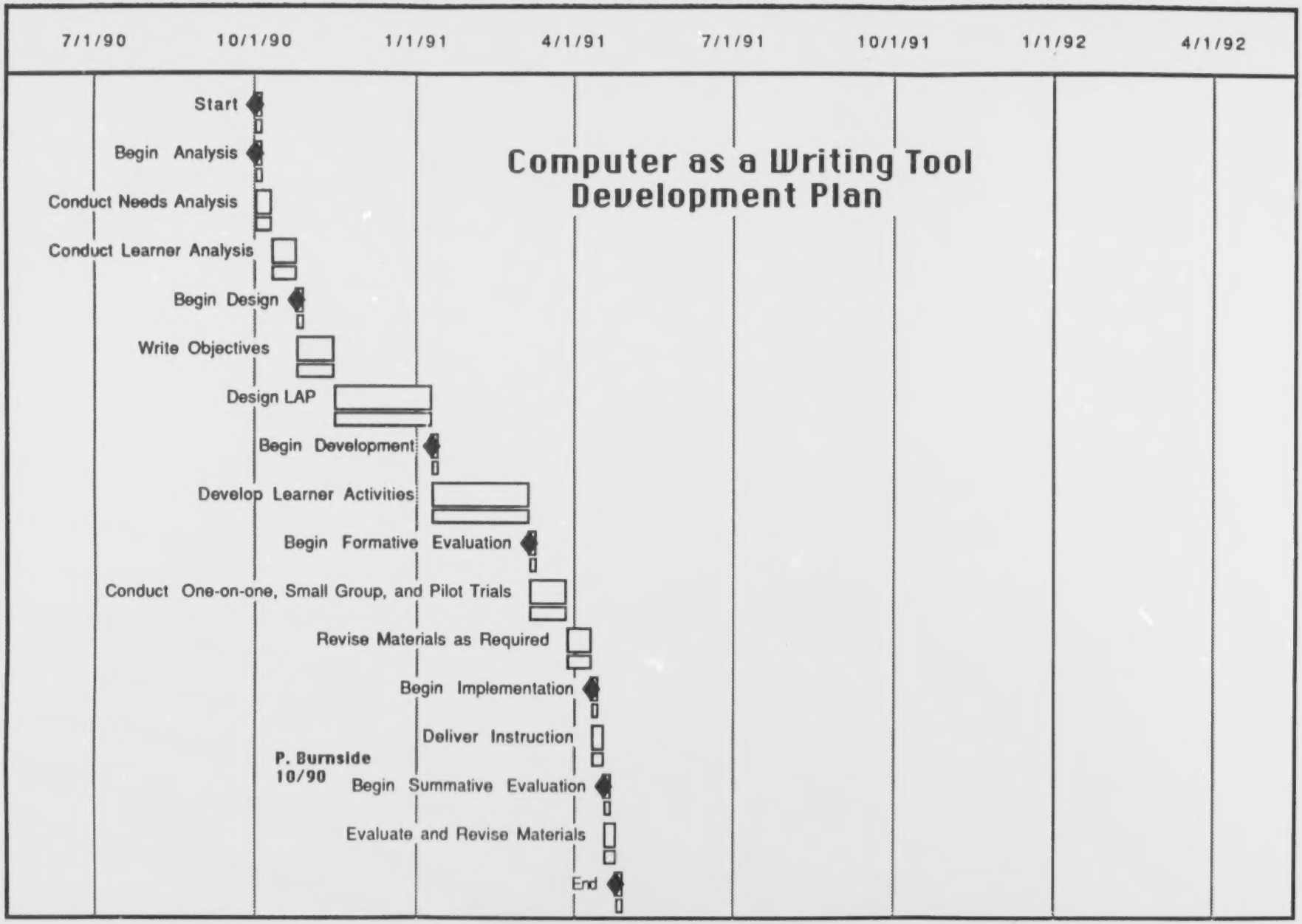
Project Planning

MAJOR EVENTS AND TIME LINE

		WEEKS	START	FINISH
1.	Start	0	10/1/90	10/1/90
2.	Needs assessment	1.5	10/1/90	10/10/90
3.	Task analysis	2	10/10/90	10/24/90
4.	Program design	3	10/24/90	11/14/90
5.	Collect resourse materials	3	1/7/91	1/28/90
6.	Develop Learning Activity Package (LAP)	3	2/7/91	2/26/91
7.	Conduct one-on-one and small-group evaluation	1	3/4/91	3/11/91
8.	Pilot test	1	3/11/91	3/18/91
9.	Evaluate results of trials	1	3/18/91	3/25/91
10.	Make revisions based on	1	3/25/91	4/1/91
11.	Implement Lap	1	4/8/91	4/15/91
12.	Summative Evaluation	1	4/15/91	4/20/91
13.	End	0	4/20/91	

Computer as a Writing Tool
Development Plan




7/1/90
10/1/90
1/1/91
4/1/91
7/1/91
10/1/91
1/1/92
4/1/92
Computer as a Writing Tool
Development Plan
Start
Begin Analysis
Conduct Needs Analysis
Conduct Learner Analysis
Begin Design
Write Objectives
Design LAP
Begin Development
Develop Learner Activities
Begin Formative Evaluation
Conduct One-on-one, Small Group, and Pilot Trials
Revise Materials as Required
Begin Implementation
Deliver Instruction
P. Burnside
10/90
Begin Summative Evaluation
Evaluate and Revise Materials
End

Appendix 4

Developmental
Learning Activity Package

WOODLAND MIDDLE SCHOOL
EAST MEADOW, NEW YORK
8th Grade Materials

INTRODUCTION TO KEYBOARDING

SUBJECT AREA INTEGRATION
LEARNING ACTIVITY PACKAGE
--COMPUTERS AS A WRITING TOOL--

Name _____ Date _____

ABOUT A LEARNING ACTIVITY PACKAGE

This learning activity package contains all the steps necessary for you to write a persuasive business letter and a Diamantes poem based on the story "The Man Without a Country." You may complete this package at your own pace. This means you may be on page 3, the student to your left on page 5 and the student to your right on page 6. This is perfectly all right. You are not being graded on how fast you complete the package, but on how well thought out your final letter and poem are.

Read each page, follow instructions and complete all activities. Don't forget to take the pretest and the post test.

GOOD LUCK!

THE COMPUTER AS A WRITING TOOL

Most of you will be using computers extensively in high school and college. One important use of the computer is word processing. You can type reports, homework assignments, letters, creative poems etc. Using a computer to type offers many advantages over traditional pen and paper methods. No more sloppy handwriting to slow you down! Revisions are painless! The spell checker points out possible spelling errors. Teachers are impressed with your work!

Upon completion of this learning activity package you will be able to:

1. Define a personal block style business letter format.
2. Write a persuasive personal business letter.
3. Prepare a word processed copy of your letter.
4. Define a Diamantes poem.
5. Write a Diamantes poem about America.
6. Prepare a word processed copy of your letter.

PLEASE TURN TO THE NEXT PAGE

NAME _____ PERIOD _____

PRETEST

Directions: You will need to use the letter found on page 5 to complete the first part of the pretest.

1. Underline the inside address.

2. Circle the heading.

3. Put a star next to the closing.

4. Put parenthesis around the salutation.

5. Put a 2 next to the concluding paragraph.
   Triple underline the status of the writer.

6. Define business letter: _____

_____

_____

7. Define the word persuasive: _____

_____

_____

8. Define Diamantes poem: _____

_____

_____

9. Describe Woodland Middle School from a positive point of view.

_____

_____

_____

10. How do you center something on Appleworks?

_____

_____

_____

WHEN YOU FINISH, SHOW THE PRETEST TO YOUR TEACHER.

21 Green Street
Homesdale CA, 95332
March 1, 1991

Maria Arias, Director of Personnel
Fortune 500 Corp.
Homesdale CA, 95332

Dear Mrs. Arias,

As an employee of this company, I would like to suggest that the Personnel department offer a program in stress management. Many corporations offer this training to their workers as a means of improving productivity and reducing absenteeism. I believe such a program would benefit our company and its employees.

If our company were to implement a stress management program, I am certain one result would be greater productivity. One out of every five of the Fortune 500 companies now have some kind of stress management program. Many firms realize that too much stress makes workers inefficient. Pressure improves performance to a point, after which efficiency drops off sharply. Learning how to relax and manage stress can actually improve the productivity of employees.

Linked to the need to improve performance and productivity is the need to reduce absenteeism and medical costs. Stress is known to be a major contributor, either directly of indirectly, to heart disease, cancer, lung ailments, accidents and suicide. By encouraging workers to reduce the strain in their bodies and minds, some companies have been able to make significant reductions in the incidence of stress-related diseases among their employees. Stress management has led to lower medical costs and fewer work hours lost due to absenteeism.

TURN PAGE

Stress management programs are very popular because they make good business sense. Our firm can have healthier, happier, more productive employees and higher profits. I hope that your department will consider my suggestion and implement a program to combat stress.

Sincerely yours,

Jim Kennedy

WRITING A PERSUASIVE PERSONAL BUSINESS LETTER

In writing a persuasive letter, it is important to identify four elements of the situation you are writing about. These elements are defined by the acronym. PASS

Purpose-why you are writing
Audience-to whom you are writing
Subject-the topic of the letter
Status of the writer-who you are

DIRECTIONS:

Based on the facts in the story "The Man Without a Country", you are to write a letter to the president of the United States asking him to pardon Philip Nolan. An outline of what should be included in the letter is presented on the following page. You may use any president from his trial up until his death.

(*Refer back to the pretest for a sample of a persuasive business letter.)

TURN THE PAGE AND READ THE OUTLINE

OUTLINE

I. The Introductory Paragraph

A. In your opening sentence(s), introduce your purpose, audience, subject, and your status as a writer. This information can be presented in any order.

B. State two reasons that support your persuasive argument, but do not explain them here.

C. Express your opinion and conclude the paragraph.

II. Body Paragraph One

A. Write a topic sentence that states the first reason in support of your argument.

B. Write several sentences which explain this reason. Be specific and use details.

C. Restate the topic of this paragraph and write a conclusion.

III. Body Paragraph Two

A. Write a topic sentence that states the second reason in support of your argument.

B. Write several sentences which explain this reason. Be specific use details.

C. Restate the topic of this paragraph and write a conclusion.

V. The concluding Paragraph

A. Restate the subject of the essay.

B. Support this restatement in a sentence or two.

C. Summarize your opinion and conclude the letter.

TURN PAGE

TYPE YOUR BUSINESS LETTER

USE THE BLOCK STYLE FORMAT PROVIDED ON THE NEXT PAGE AS YOUR GUIDE.

LETTER WRITING: OUTLINE FORM OF BUSINESS LETTER
(BLOCK FORM)

Heading
(2 returns)
Inside address
(2 returns)
Salutation
(2 returns)
Intro.
(2 returns)
Body I.
(2 returns)
Body II.
(2 returns)
Conclusion
(2 returns)
Closing
(4 returns)
Signature

(Notice every line lines up on the left. Do not indent!)

AFTER YOU PRINT YOUR LETTER, COMPLETE THE CHECKLIST ON THE NEXT PAGE.

PERSONAL BUSINESS LETTER

CHECKLIST

Directions: Use the checklist to help you review and revise your writing.

	STUDENT		TEACHER	
	YES	NO	YES	NO
1. In my opening sentence(s) I introduce my:				
a. purpose	___	___	___	___
b. audience	___	___	___	___
c. subject	___	___	___	___
d. status as a writer	___	___	___	___
2. In my first paragraph:				
a. I state two reasons that support my argument.				
b. I express my opinion.	___	___	___	___
c. I conclude the paragraph.	___	___	___	___
3. Each of my body paragraphs introduce and explain one reason in support of my argument.				
a. Body paragraph 1	___	___	___	___

b. Body paragraph 2 ___ ___ ___ ___

4. In my concluding paragraph:

a. I restate the subject of my letter, support it ___ ___ ___ ___

b. express my opinion ___ ___ ___ ___

c. conclude the letter ___ ___ ___ ___

5. I use transitions, (signal words) to connect ideas and create unity in my writing. ___ ___ ___ ___

6. I use the personal business letter, (block style) format to type my letter. ___ ___ ___ ___

7. I proofread and edited my letter. ___ ___ ___ ___

8. I corrected my spelling and punctuation. ___ ___ ___ ___

9. I printed a corrected copy of my letter. ___ ___ ___ ___

SUBMIT YOUR LETTER FOR EVALUATION BY YOUR TEACHER

DIAMANTES

WRITE POETRY THE EASY WAY:

EACH POEM IS SEVEN LINES LONG AND NEED NOT HAVE RHYME OR RHYTHM.

1. NOUN
2. TWO WORDS THAT DESCRIBE A NOUN (ADJECTIVES)
3. THREE VERBS ENDING IN "ing"
4. FOUR RELATED NOUNS
5. THREE "ing" VERBS AGAIN, (NOT THE SAME AS BEFORE)
6. TWO WORDS THAT DESCRIBE THE NOUN (ADJECTIVES)
7. NOUN

TURN THE PAGE TO SEE AN EXAMPLE OF A DIAMANTES POEM

ADOLESCENT

AGGRESSIVE, TIMID

LAUGHING, CRYING, LOVING

NOISE, CONFUSION, SUNSHINE, CLOUD

EXPLORING, PLAYING, LEARNING

GRACEFUL, CLUMSY

WARRIOR

STOP AND AND WAIT FOR FURTHER INSTRUCTIONS FROM YOUR TEACHER

15

DIRECTIONS:

Using the Diamantes format, you must create an original poem describing your feelings about America. The poem must be written from a positive viewpoint. The final printed copy of the poem must be correctly typed, contain no spelling errors, be centered, and double spaced. The first line and last line must be boldfaced.

TO TYPE THE POEM

1. Start on line 25. (press return 25 times)
2. Press Apple-O to see the options.
3. Type DS & press return. (makes your poem double spaced)
4. Type CN & press return. (centers your poem)
5. Type BB & press return. (boldface)

Press escape.

6. Type the first line of your poem.

Press Apple-O

7. Type BE, press return and escape (ends boldface)
8. Type lines 2-6.
9. Press Apple-O
10. Type BB, press return.
11. Press escape.

12. Type line seven.

13. Press Apple O

14. Type BE, press return.

15. Press escape.

16. Return two times

17. Type your name. (Give yourself credit you deserve it!)

18. Save your poem.

19. Print your masterpiece!

(If you have any questions about saving, printing, or loading your computer refer to the Computer reference page located at the end of the LAP.)

PLEASE COMPLETE THE CHECKLIST LOCATED ON THE NEXT PAGE

DIAMANTES POEM

Use the Checklist to help you review and revise your writing.

Checklist	STUDENT YES	STUDENT NO	TEACHER YES	TEACHER NO
1. My first line contains a noun.	___	___	___	___
2. My second line contains two adjectives.	___	___	___	___
3. My third line contains three "ing" verbs.	___	___	___	___
4. My fourth line contains four related nouns.	___	___	___	___
5. My fifth line contains three "ing" verbs, not the same as before	___	___	___	___
6. My sixth line contains two adjectives, not the same as before.	___	___	___	___
7. My seventh line contains a noun.	___	___	___	___
8. My poem is about America.	___	___	___	___

9. I presented a positive view point.	___	___	___	___
10. I proofread and edited my poem.	___	___	___	___
11. I corrected my spelling and punctuation.	___	___	___	___
13. I gave myself credit.	___	___	___	___
14. I printed a corrected copy of my work.	___	___	___	___
15. My printed copy is centered and double spaced.	___	___	___	___

SUBMIT YOUR POEM TO YOUR TEACHER FOR EVALUATION.

REVIEW TEST

1. _____ In the block style letter format:
   a. you must tab to begin a new paragraph
   b. the date is centered
   c. everything is aligned to the left
   d. all of the above

2. _____ The address in the heading belongs to the person:
   a. writing the letter.
   b. reading the letter.

3. _____ The inside address belongs to the person:
   a. writing the letter.
   b. receiving the letter.

4. _____ The greeting is directed at the person:
   a. writing the letter.
   b. receiving the letter.

5. _____ The closing of the business letter is sincere, yet formal. Which of the following would not be an appropriate closing.
   a. Yours truly,
   b. Respectfully
   c. Sincerely,
   d. Your friend,

6. _____ The writer's signature appears:
   a. in the heading.
   b. after the closing.
   c. in both the heading and the closing.

7. In writing a persuasive letter, it is important to identify four elements of the situation you are writing about. What are these elements? **(Hint! Use the acronym, PASS to help you.)**

_____

_____

_____

_____

8. How many lines are there in a Diamantes poem? _____

9 What is the shape of a Diamantes poem? _____

10. _____ Which word does not describe a positive feeling about America.
   a. Beautiful
   b. Free
   c. Violent
   D. Growing

11. While using AppleWorks software. How do you
   a. center something?

   b. double space?

   d. make your type boldface?

12. _____ Which of the following is an example of a noun:
   a. Japan
   b. developing
   c. congested
   d. all of the above

13. _____ Which of the following is an example of an "ing" verb?
   a. jumped
   b. swam
   c. working
   d. all of the above

14. Write an adjective that describes your best friend?

15. _____ Writing persuasively will
   a. convince the reader to see things your way.
   b. trick the reader into believing your right.
   c. force the reader into changing their opinion.

THE ANSWERS TO THE REVIEW TEST ARE ON THE NEXT PAGE

REVIEW TEST ANSWER KEY

1. C

2. A

3. B

4. B

5. D

6. B

7. PURPOSE-why you are writing
   AUDIENCE-to whom you are writing
   SUBJECT-the topic of the letter
   STATUS-who you are

8. 7 lines

9. Diamond shape

10. C

11. Go to the options menu Apple-O
    cn center
    ds double space
    bb bold face

12. A

13. C

14. ex. Happy (ask your teacher)

15. A

#RIGHT _____ #WRONG _____

TURN TO THE NEXT PAGE AND COMPLETE THE POST TEST

NAME _____ PERIOD _____

POST TEST

Directions: You will need to use the letter found on page 4 to complete the first part of the post test.

1. Underline the inside address.

2. Circle the heading.

3. Put a star next to the closing.

4. Put parenthesis around the salutation.

5. Put a 2 next to the concluding paragraph.

6. Define Business letter: _____

_____

_____

7. Define the word persuasive: _____

_____

_____

8. Define Diamantes poem: _____

_____

_____

9. Describe Woodland Middle School from a positive point of view.

_____

_____

_____

10. How do you center something on AppleWorks?

_____

_____

_____

WHEN YOU FINISH, SHOW THE PRETEST TO YOUR TEACHER.

21 Green Street
Homesdale CA, 95332
March 1, 1991

Maria Arias, Director of Personnel
Fortune 500 Corp.
Homesdale CA, 95332

Dear Mrs. Arias,

As an employee of this company, I would like to suggest that the Personnel department offer a program in stress management. Many corporations offer this training to their workers as a means of improving productivity and reducing absenteeism. I believe such a program would benefit our company and its employees.

If our company were to implement a stress management program, I am certain one result would be greater productivity. One out of every five of the Fortune 500 companies now have some kind of stress management program. Many firms realize that too much stress makes workers inefficient. Pressure improves performance to a point, after which efficiency drops off sharply. Learning how to relax and manage stress can actually improve the productivity of employees.

Linked to the need to improve performance and productivity is the need to reduce absenteeism and medical costs. Stress is known to be a major contributor, either directly of indirectly, to heart disease, cancer, lung ailments, accidents and suicide. By encouraging workers to reduce the strain in their bodies and minds, some companies have been able to make significant reductions in the incidence of stress-related diseases among their employees. Stress management has led to lower medical costs and fewer work hours lost due to absenteeism.

TURN PAGE

Stress management programs are very popular because they make good business sense. Our firm can have healthier, happier, more productive employees and higher profits. I hope that your department will consider my suggestion and implement a program to combat stress.

Sincerely yours,

Jim Kennedy

Appendix 5

Final
Learning Activity Package

WOODLAND MIDDLE SCHOOL

EAST MEADOW, NEW YORK

8th Grade Materials

INTRODUCTION TO KEYBOARDING

SUBJECT AREA INTEGRATION

LEARNING ACTIVITY PACKAGE

--COMPUTERS AS A WRITING TOOL--

Name _____ Date _____

ABOUT A LEARNING ACTIVITY PACKAGE

This learning activity package contains all the steps necessary for you to write a persuasive business letter and a Diamantes poem based on the story "The Man Without a Country." You may complete this package at your own pace. This means you may be on page 3, the student to your left on page 5 and the student to your right on page 6. This is perfectly all right. You are not being graded on how fast you complete the package, but on how well thought out your final letter and poem are.

Read each page, follow instructions and complete all activities. Don't forget to take the pretest and the post test.

GOOD LUCK!

THE COMPUTER AS A WRITING TOOL

Most of you will be using computers extensively in high school and college. One important use of the computer is word processing. You can type reports, homework assignments, letters, creative poems etc. Using a computer to type offers many advantages over traditional pen and paper methods. No more sloppy handwriting to slow you down! Revisions are painless! The spell checker points out possible spelling errors. Teachers are impressed with your work!

Upon completion of this learning activity package you will be able to:

1. Define a personal block style business letter format.
2. Write a persuasive personal business letter.
3. Prepare a word processed copy of your letter.
4. Define a Diamantes poem.
5. Write a Diamantes poem about America.
6. Prepare a word processed copy of your poem.

PLEASE TURN TO THE NEXT PAGE

NAME _____ PERIOD _____

PRETEST

Directions: You will need to use the letter found on page 5 to complete the first part of the pretest.

1. Underline the inside address.

2. Circle the heading.

3. Put a star next to the closing.

4. Put parenthesis around the salutation.

5. Put a 2 next to the concluding paragraph.

6. Double underline the purpose of the letter.

7. Put a rectangle around the audience.

8. Double circle the subject of the letter.

9. Triple underline the status of the writer.

Turn Page

10. Define Business letter: _____

_____

_____

11. Define the word persuasive: _____

_____

_____

12. Define Diamantes poem: _____

_____

_____

13. Describe Woodland Middle School from a positive point of view.

_____

_____

_____

14. How do you center something on AppleWorks?

_____

_____

_____

WHEN YOU FINISH, SHOW THE PRETEST TO YOUR TEACHER.

21 Green Street
Homesdale CA, 95332
March 1, 1991

Maria Arias, Director of Personnel
Fortune 500 Corp.
Homesdale CA, 95332

Dear Mrs. Arias,

As an employee of this company, I would like to suggest that the Personnel department offer a program in stress management. Many corporations offer this training to their workers as a means of improving productivity and reducing absenteeism. I believe such a program would benefit our company and its employees.

If our company were to implement a stress management program, I am certain one result would be greater productivity. One out of every five of the Fortune 500 companies now have some kind of stress management program. Many firms realize that too much stress makes workers inefficient. Pressure improves performance to a point, after which efficiency drops off sharply. Learning how to relax and manage stress can actually improve the productivity of employees.

Linked to the need to improve performance and productivity is the need to reduce absenteeism and medical costs. Stress is known to be a major contributor, either directly or indirectly, to heart disease, cancer, lung ailments, accidents and suicide. By encouraging workers to reduce the strain in their bodies and minds, some companies have been able to make significant reductions in the incidence of stress-related diseases among their employees. Stress management has led to lower medical costs and fewer work hours lost due to absenteeism.

TURN PAGE

Stress management programs are very popular because they make good business sense. Our firm can have healthier, happier, more productive employees and higher profits. I hope that your department will consider my suggestion and implement a program to combat stress.

Sincerely yours,

Jim Kennedy

WRITING A PERSUASIVE PERSONAL BUSINESS LETTER

In writing a persuasive letter, it is important to identify four elements of the situation you are writing about. These elements are defined by the acronym. PASS

Purpose-why you are writing
Audience-to whom you are writing
Subject-the topic of the letter
Status of the writer-who you are

DIRECTIONS:

Based on the facts in the story "The Man Without a Country", you are to write a letter to the President of the United States asking him to pardon Philip Nolan. You must state two reasons why you feel that Nolan should be pardoned and support them with facts from the story. The letter must be typed on AppleWorks, one page in length and edited for punctuation spelling errors. An outline of what should be included in the letter is presented on page nine.

You may select any President from Nolan's trial up until the date of his death. Look in your History book to find out all the Presidents who were in office during that time period and select the one with the corresponding time period that matches your reasons for pardoning Philip Nolan. (Refer back to the pretest for a sample of a persuasive business letter.)

Turn Page

PERSUASIVE LETTER NOTE TAKING

DIRECTIONS: Answer the following questions about the story, "The Man Without a Country". You will use the answers to these questions to help you organize your thoughts to help you write clearly. Use your computer to type up your answers to questions 3-6. You will be able to transfer your notes directly into your letter.

1. Which President did you choose to write to and why?

2. Who are you going to be? (friend, crew member etc.)

3. Write a sentence that states your first reason for pardoning Philip Nolan.

4. Write several sentences that explain this reason, be specific and use details found in the story.
(write down the page # s)

5. Write a sentences that states your second reason for pardoning Philip Nolan.

6. Write several sentences that explain this reason, be specific and use details found in the story.
(write down the page #'s)

TURN THE PAGE AND READ THE OUTLINE

OUTLINE

I. The Introductory Paragraph

A. In your opening sentence(s), introduce your purpose, audience, subject, and your status as a writer. This information can be presented in any order.

B. State two reasons that support your persuasive argument, but do not explain them here.

C. Express your opinion and conclude the paragraph.

II. Body Paragraph One

A. Write a topic sentence that states the first reason in support of your argument.

B. Write several sentences which explain this reason. Be specific and use details.

C. Restate the topic of this paragraph and write a conclusion.

III. Body Paragraph Two

A. Write a topic sentence that states the second reason in support of your argument.

B. Write several sentences which explain this reason. Be specific use details.

C. Restate the topic of this paragraph and write a conclusion.

V. The concluding Paragraph

A. Restate the subject of the essay.

B. Support this restatement in a sentence or two.

C. Summarize your opinion and conclude the letter.

THE NEXT PAGE CONTAINS, PERSUASIVE WRITING SIGNAL WORDS. USE THESE WORDS TO HELP YOU WRITE YOUR LETTER.

PERSUASIVE WRITING SIGNAL WORDS

Introductory Phrases

In my opinion	There is no doubt that
I believe	I question whether
From my point of view	I (dis)agree with

Concluding Phrases

For the above reasons	To sum up	In brief
Without a doubt	In summation	Concluding
In other words	In conclusion	As I have noted
In other words	To be sure	As you can see

Supporting Opinions

First	Furthermore	Besides
Second	In addition	Further
Third	Last	Also
Finally	Again	Similarly

Introducing Details

For example	For instance	As evidence
In fact	In support of this	

Cause and Effect

Since	Caused by	In effect
Because of	This results in	Brought about
Due to	Consequently	Made possible
For this reason	Accordingly	As a result of
Therefore	Was responsible for	

Compare and Contrast

Similarly	Likewise	As well as	Whether or not
Compared to	Contrasting	Conversely	Nevertheless
Although	In spite of	All are	on the contrary

Countering

I realize you	believe	but
I understand you	feel	yet
Even though you	maintain	however
Although you	want	I doubt
It may be that you	support	I question

TYPE YOUR BUSINESS LETTER

USE THE BLOCK STYLE FORMAT PROVIDED ON THE NEXT PAGE AS YOUR GUIDE.

* If you have any questions about how to use the computer to complete the assignment turn to the Computer Use reference guide located on pg. 28.*

LETTER WRITING: OUTLINE FORM OF BUSINESS LETTER
(BLOCK FORM)

Heading _____
_____
_____
(2 returns)

Inside address _____
_____
_____
(2 returns)

Salutation _____
(2 returns)

Intro. _____
_____
_____
_____
(2 returns)

Body I. _____
_____
_____
_____
(2 returns)

Body II. _____
_____
_____
_____
(2 returns)

Conclusion _____
_____
_____
_____
(2 returns)

Closing _____

(4 returns)

Signature _____

(Notice every line lines up on the left. Do not indent!)

AFTER YOU PRINT YOUR LETTER, COMPLETE THE CHECKLIST ON THE NEXT PAGE.

PERSONAL BUSINESS LETTER

CHECKLIST

Directions: Use the checklist to help you review and revise your writing.

	STUDENT		TEACHER	
	YES	NO	YES	NO
1. In my opening sentence(s) I introduce my:				
a. purpose	___	___	___	___
b. audience	___	___	___	___
c. subject	___	___	___	___
d. status as a writer	___	___	___	___
2. In my first paragraph:				
a. I state two reasons that support my argument.				
b. I express my opinion.	___	___	___	___
c. I conclude the paragraph.	___	___	___	___
3. Each of my body paragraphs introduce and explain one reason in support of my argument.				
a. Body paragraph 1	___	___	___	___

b. Body paragraph 2 ___ ___ ___ ___

4. In my concluding paragraph:

a. I restate the subject of my letter, support it ___ ___ ___ ___

b. express my opinion ___ ___ ___ ___

c. conclude the letter ___ ___ ___ ___

5. I use transitions, (signal words) to connect ideas and create unity in my writing. ___ ___ ___ ___

6. I use the personal business letter, (block style) format to type my letter. ___ ___ ___ ___

7. I proofread and edited my letter. ___ ___ ___ ___

8. I corrected my spelling and punctuation. ___ ___ ___ ___

9. I printed a corrected copy of my letter. ___ ___ ___ ___

SUBMIT YOUR LETTER FOR EVALUATION BY YOUR TEACHER

DIAMANTES

WRITE POETRY THE EASY WAY:

EACH POEM IS SEVEN LINES LONG AND NEED NOT HAVE RHYME OR RHYTHM.

1. NOUN
2. TWO WORDS THAT DESCRIBE A NOUN (ADJECTIVES)
3. THREE VERBS ENDING IN "ing"
4. FOUR RELATED NOUNS
5. THREE "ing" VERBS AGAIN, (NOT THE SAME AS BEFORE)
6. TWO WORDS THAT DESCRIBE THE NOUN (ADJECTIVES)
7. NOUN

TURN THE PAGE TO SEE AN EXAMPLE OF A DIAMANTES POEM

ADOLESCENT

AGGRESSIVE, TIMID

LAUGHING, CRYING, LOVING

NOISE, CONFUSION, SUNSHINE, CLOUD

EXPLORING, PLAYING, LEARNING

GRACEFUL, CLUMSY

WARRIOR

STOP AND AND WAIT FOR FURTHER INSTRUCTIONS FROM YOUR TEACHER

(Brainstorming)

DIRECTIONS:

Using the Diamantes format, you must create an original poem describing your feelings about America. The poem must be written from a positive viewpoint. The final printed copy of the poem must be correctly typed, contain no spelling errors, be centered, and double spaced. The first line and last line must be boldfaced.

IMPORTANT: remember to space once after a comma!

TO TYPE THE POEM

1. Start on line 25. (press return 25 times)
2. Press Apple-O to see the options.
3. Type DS & press return. (makes your poem double spaced)
4. Type CN & press return. (centers your poem)
5. Type BB & press return. (boldface)

Press escape.

6. Type the first line of your poem.

Press Apple-O

7. Type BE, press return and escape (ends boldface)
8. Type lines 2-6.
9. Press Apple-O
10. Type BB, press return.
11. Press escape.

12. Type line seven.

13. Press Apple O

14. Type BE, press return.

15. Press escape.

16. Return two times

17. Type your name. (Give yourself credit you deserve it!)

18. Save your poem.

19. Print your masterpiece!

(If you have any questions about saving, printing, or loading your computer refer to the Computer reference page located at the end of the LAP.)

PLEASE COMPLETE THE CHECKLIST LOCATED ON THE NEXT PAGE

DIAMANTES POEM

Use the Checklist to help you review and revise your writing.

	STUDENT		TEACHER	
Checklist	YES	NO	YES	NO
1. My poem is about America	___	___	___	___
2. My first line contains a noun.	___	___	___	___
3. My second line contains two adjectives.	___	___	___	___
4. My third line contains three "ing" verbs.	___	___	___	___
5. My fourth line contains four related nouns.	___	___	___	___
6. My fifth line contains three "ing" .erbs, not the same as before	___	___	___	___
7. My sixth line contains two adjectives, not the same as before.	___	___	___	___
8. My seventh line contains a noun.	___	___	___	___

9. I presented a positive view point. ___ ___ ___ ___

10. I proofread and edited my poem. ___ ___ ___ ___

11. I corrected my spelling and punctuation. ___ ___ ___ ___

13. I gave myself credit. ___ ___ ___ ___

14. I printed a corrected copy of my work. ___ ___ ___ ___

15. My printed copy is centered and double spaced. ___ ___ ___ ___

SUBMIT YOUR POEM TO YOUR TEACHER FOR EVALUATION.

REVIEW TEST

1. _____ In the block style letter format:
   a. you must tab to begin a new paragraph
   b. the date is centered
   c. everything is aligned to the left
   d. all of the above

2. _____ The address in the heading belongs to the person:
   a. writing the letter.
   b. reading the letter.

3. _____ The inside address belongs to the person:
   a. writing the letter.
   b. receiving the letter.

4. _____ The greeting is directed at the person:
   a. writing the letter.
   b. receiving the letter.

5. ____ The closing of the business letter is sincere, yet formal. Which of the following would not be an appropriate closing.
   a. Yours truly,
   b. Respectfully
   c. Sincerely,
   d. Your friend,

6. _____ The writer's signature appears:
   a. in the heading.
   b. after the closing.
   c. in both the heading and the closing.

7. In writing a persuasive letter, it is important to identify four elements of the situation you are writing about. What are these elements? **(Hint! Use the acronym, PASS to help you.)**

_____

_____

_____

_____

8. How many lines are there in a Diamantes poem? _____

9 What is the shape of a Diamantes poem? _____

10. _____ Which word does not describe a positive feeling about America.
   a. Beautiful
   b. Free
   c. Violent
   D. Growing

11. While using AppleWorks software. How do you
   a. center something?

   b. double space?

   d. make your type boldface?

12. _____ Which of the following is an example of a noun:
   a. Japan
   b. developing
   c. congested
   d. all of the above

13. _____ Which of the following is an example of an "ing" verb?
   a. jumped
   b. swam
   c. working
   d. all of the above

14. Write an adjective that describes your best friend?

15. _____ Writing persuasively will
   a. convince the reader to see things your way.
   b. trick the reader into believing your right.
   c. force the reader into changing their opinion.

THE ANSWERS TO THE REVIEW TEST ARE ON THE NEXT PAGE

NAME _____ PERIOD _____

POST TEST

Directions: You will need to use the letter found on page 4 to complete the first part of the post test.

1. Underline the inside address.

2. Circle the heading.

3. Put a star next to the closing.

4. Put parenthesis around the salutation.

5. Put a 2 next to the concluding paragraph.

6. Double underline the purpose of the letter.

7. Put a rectangle around the audience.

8. Double circle the subject of the letter.

9. Triple underline the status of the writer.

10. Define Business letter: _____

_____

_____

11. Define the word persuasive: _____

_____

_____

12. Define Diamantes poem: _____

_____

_____

13. Describe Woodland Middle School from a positive point of view.

_____

_____

_____

14. How do you center something on AppleWorks?

_____

_____

_____

WHEN YOU FINISH, SHOW THE PRETEST TO YOUR TEACHER.

21 Green Street
Homesdale CA, 95332
March 1, 1991

Maria Arias, Director of Personnel
Fortune 500 Corp.
Homesdale CA, 95332

Dear Mrs. Arias,

As an employee of this company, I would like to suggest that the Personnel department offer a program in stress management. Many corporations offer this training to their workers as a means of improving productivity and reducing absenteeism. I believe such a program would benefit our company and its employees.

If our company were to implement a stress management program, I am certain one result would be greater productivity. One out of every five of the Fortune 500 companies now have some kind of stress management program. Many firms realize that too much stress makes workers inefficient. Pressure improves performance to a point, after which efficiency drops off sharply. Learning how to relax and manage stress can actually improve the productivity of employees.

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TURN PAGE

Stress management programs are very popular because they make good business sense. Our firm can have healthier, happier, more productive employees and higher profits. I hope that your department will consider my suggestion and implement a program to combat stress.

Sincerely yours,

Jim Kennedy

COMPUTER USAGE REFERENCE GUIDE

TO BOOT

1. Insert the AppleWorks start-up side disk into the disk drive.
2. Turn on a) the monitor b) the computer
3. Follow directions on the screen, inserting the program disk when prompted.

TO BEGIN A NEW FILE

1. Choose #1--ADD FILES TO THE DESKTOP--from the main menu
2. Choose #3--WORD PROCESSOR--from the Add Files Menu
3. Choose #1--FROM SCRATCH
4. Type Diamantes for your file name

SAVING A FILE

1. Quick save: Apple-S
2. Menu Save: ESCAPE to Main Menu
   Choose # 3--Save Desktop Files to Disk

19. Print your masterpiece

PRINTING A FILE

1. Press Apple-O
2. Select Imagewriter
3. Print from the beginning
4. Print 1 copy

Appendix 6

Post Learning Questionaire

POST LEARNING QUESTIONNAIRE

Please answer the following questions as honestly as you can. The answers to these questions will not effect your grade. The purpose of this questionaire is to give you the opportunity to say how you felt about the LAP. Your answers will help improve the package.

Check the yes or no line for each of the following questions. THANK YOU

	YES	NO
1. Have you ever written a persuasive letter before?	____	____
2. Have you ever written a Diamantes poem before?	____	____
3. Have you ever before learned a topic using a learning activity package?	____	____
4. Did you like learning about a new topic using this method?	____	____
5. Do you like learning individually?	____	____
6. Did you enjoy working at your own pace?	____	____
7. Were the directions clear?	____	____
8. Where the examples used in each section helpful?	____	____
9. Do you feel you now know how to write a persuasive personal business letter?	____	____

10. Do you feel you now how to write a Diamantes poem. ____ ____

11. Did the review test help you to determine what you didn't know about using the computer to type a letter and poem. ____ ____

12. Do you have any suggestions for improving the learning material? ____ ____
If yes, please list them below.

_____

_____

_____

Appendix 7

Follow-up Questionnaire

FOLLOW-UP

QUESTIONNAIRE

1. Have you used a computer in school during the past month? If yes, what for?

2. Have you used a computer at home during the past month? If yes, what for?

3. Have you attended any computer club meetings? If yes, how many?

4. Describe how completing the learning activity package on using the computer as a writing tool, motivated you to use the computer to complete assignments from your core subject area teachers.

5. Write a short letter to the principal persuading him to to turn on the soda machine?

6. Write a Diamantes poem describing your feelings about you first month at East Meadow High School?

7. Do you think you will use the computer to help you with high school assignments? If yes, what do you think your most frequent application will be?

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